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ABSTRACT

This bulletin presents a wide range of sports activities for students at the secondary level. Designed as a teacher's guidebook, it presents information on a wide range of sports. The history of the sports class activity, goals and achievement standards for different grade levels, organization and management of the class, instructional materials, and teaching suggestions are provided for each sport which is discussed. Diagrams accompany these descriptions. Sport activities discussed include: 1) team sports; 2) track and field; 3) individual and dual leisure sports; 4) gymnastics and tumbling; 5) fitness and conditioning; 6) combatives; 7) dance; 8) outdoor education; 9) aquatics; 10) recreational games; and 11) adapted physical education. (JD)

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PHYSICAL EDUCATION

Grades 7–12

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Curriculum Bulletin
1978-79 Series
No. 2

PHYSICAL EDUCATION

Grades 7–12

BOARD OF EDUCATION OF THE CITY OF NEW YORK
DIVISION OF CURRICULUM & INSTRUCTION

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FOREWORD

Throughout the country people are becoming increasingly conscious of the importance of participating in physical activities, both for improving and maintaining health and for pure enjoyment. If we can guide the young people in our public schools to discover these joys and benefits and to acquire lifetime habits of participation in physical activities, we will enrich not only the lives of these young people but the health and strength of our nation.

Arnold Webb
Executive Director

ACKNOWLEDGMENTS

This course of study and curriculum guide was prepared under the direction of Arnold Webb, executive director, Division of Curriculum and Instruction.

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Dance-Social
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INTRODUCTION

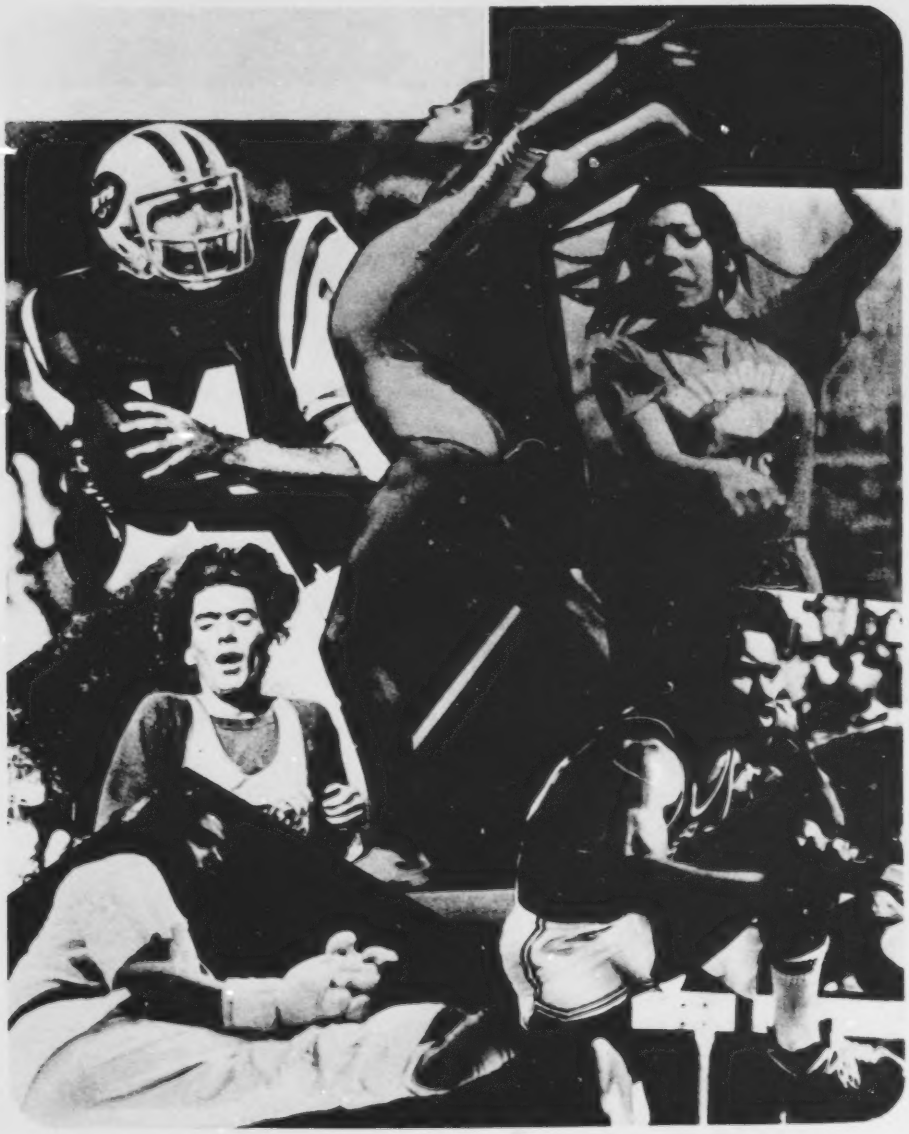
The years since the first major course of study in physical education was published have been times of rapid change. This revised curriculum bulletin fills the need for a modern, updated curriculum guide that reflects the times and the newer trends in physical education: coeducational sports and activities, emphasis on individual, dual, and leisure sports as course content, advanced skills courses for particular sports offered on a selective basis, and adapted programs for the handicapped.

A curriculum coordinating committee guided the preparation of this bulletin, and teams of experts contributed materials for each of the sports and activities. This bulletin, then, embodies the collective thinking of teachers, administrators, supervisors, and college advisors. It is intended to reflect present practices and future developments in the field; function as a guide for veteran teachers as well as for newcomers; assist supervisors and administrators in improving and designing programs with flexibility and variety and in updating procedures; and provide practical suggestions for use of alternative space and equipment, time scheduling, and class organization.

The major part of the bulletin presents the wide range of sports and activities taught in our schools today. The skills involved in each activity are shown on a grade placement scope and sequence charts as beginning, intermediate, or advanced. Thus, if a school programs courses at grade levels other than those suggested, the sequence of skills remains the same.

General guidelines and suggestions presented in the section on unit teaching, are a basic guide to instruction in each of the sports and activities.

I THE PROGRAM



AIMS AND OBJECTIVES

Physical education is that integral part of total education which contributes to the development of the individual through the natural medium of physical activity—human movement. It is a carefully planned sequence of learning experiences designed to fulfill the growth, development, and behavior needs of each student. These experiences can be organized in three major areas.[1]

UNDERSTANDING AND APPRECIATING MOVEMENT

Students will:

develop skills of movement; understand how and why one moves, and the ways in which movement may be organized;

learn to move skillfully and effectively through exercise, games, sports, dance, and aquatics;

understand the concepts of space, time, and force related to movement.

PHYSICAL FITNESS

Students will:

condition the heart, lungs, muscles, and other organic systems of the body to meet daily and emergency demands;

develop a functional posture;

acquire an appreciation of and a respect for physical fitness, and for the sense of personal well-being which results from optimum physical condition.

LIFETIME SPORTS

Students will:

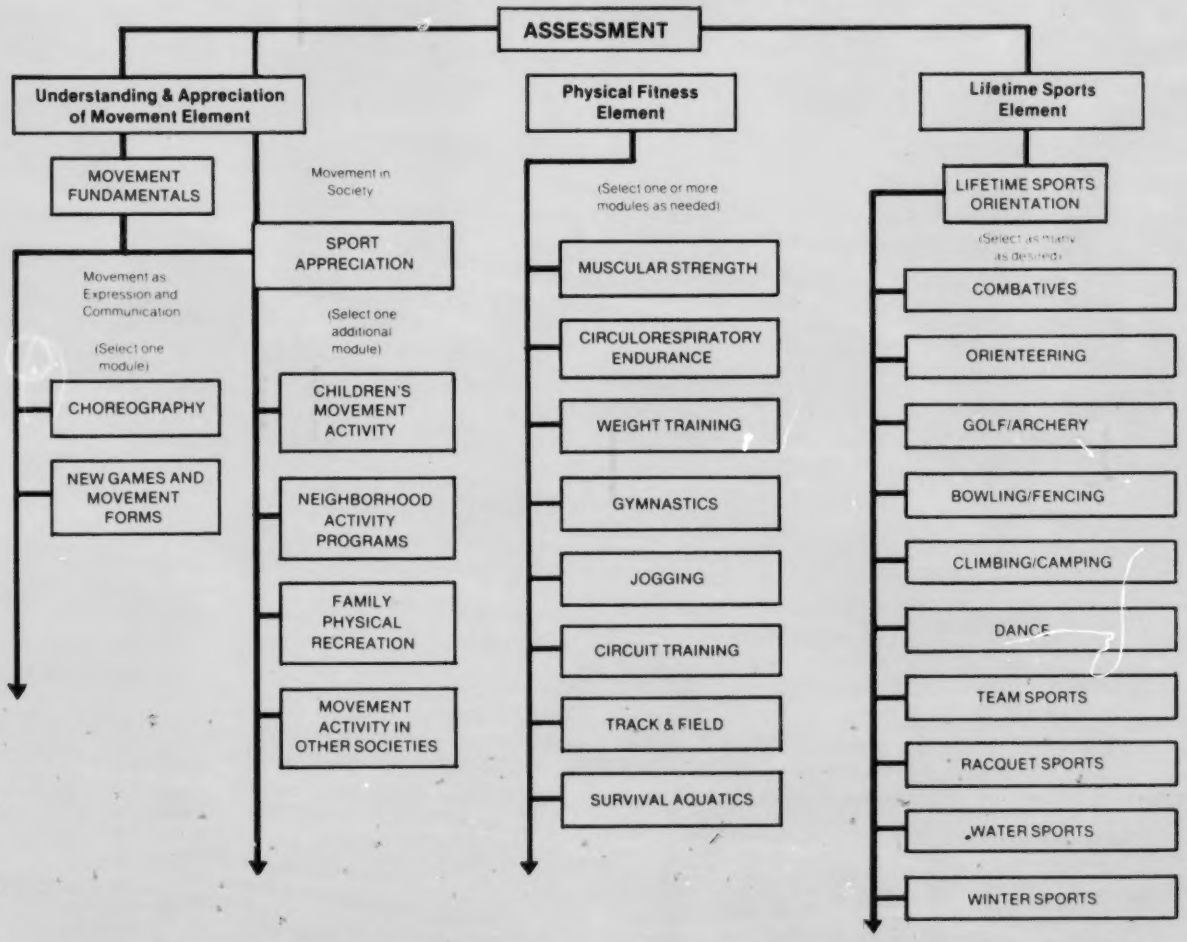
develop an interest and a desire to participate in lifetime recreational sports;

express culturally approved patterns of personal behavior and interpersonal relationships in and through games, sports, and dance.

The accompanying chart illustrates one view of the relationship of various physical education activities in contributing to these general areas and provides an overview for assessment of a secondary school program.

1. Adapted from *Guidelines for Secondary School Physical Education: A Position Paper* (Washington: American Association for Health, Physical Education and Recreation, 1970).

SECONDARY HIGH SCHOOL PROGRAM[2]



A physical education program should further provide:[3]

a setting in which experiences will help students to enjoy physical activity, feel good about themselves, and become more accepting of themselves and others;

opportunities for vigorous activities which help alleviate frustrations and tensions;

many avenues for self-identification and for identification with peer groups;

coeducational physical education experiences;

a variety of opportunities to develop self-confidence, individual initiative, and responsibility to self and society;

an environment that supports the rules necessary for the concept of fair play and for the safety of the participants;

opportunities for students with severe structural or functional handicaps to participate in special activities adapted to individual needs;

leadership opportunities for each student.

The physical education program is based on the knowledge of the general characteristics of secondary school youth, combined with attention to providing maximum flexibility for individual differences. The following outline illustrates general characteristics of secondary school youth and how these affect planning in physical education.

2. *Curriculum Improvement in Secondary School Physical Education: Proceedings of the AAHPER Regional Conference, November 4-6, 1971.* (Washington: American Association for Health, Physical Education and Recreation, 1973).

3. Adapted from *Guidelines for Secondary School Physical Education:* A Position Paper.

CHARACTERISTICS OF SECONDARY SCHOOL YOUTH[4]

Early or Pre-Adolescent (Ages 12-14)

Physical	*Implications for Physical Education*
Rapid, uneven growth rate	Provide regular daily period of physical activity; understanding of the growth processes and their effect upon the individual.
Earlier growth rate in girls Average girl is taller than average boy at this stage.	In coeducational activities, have girls participate with boys who are one to two years older.
Heart, lungs, and most other internal organs must meet new demands in the growth spurt.	Provide at least yearly health and medical examinations.
	Develop student's ability to pace self in strenuous and competitive games and sports.
	Gradually extend length and duration of strenuous and developmental exercises.
	Plan daily exercise and practice of skills planned to accommodate growth spurt.
Rapid growth rate may contribute to awkward movements and lack of balance and coordination.	Design exercises for grace and coordination, such as social, folk and square dance, gymnastics, and tumbling.
Tires more easily, has less energy, and is unable to sustain strenuous physical activity	Plan sequential physical activity, skill development, and skill achievement.
	Provide opportunities for rest and relaxation following strenuous activity.
Speedup of the glandular system with the onset of menarche in girls	Problems of posture may result from embarrassment about breast and height development.
Development of secondary sex characteristics two years earlier in girls	
Gradual gain in muscular strength	Activities in which demands for muscle and motor performance are increased.
Mental	
Restless, moody, with apparent laziness; easily fatigued	Praise accomplishments, and provide opportunities for reaching achievable skill goals.
Desire to excel in sports and games for peer group status and recognition	Provide activities consonant with developmental abilities.
	Introduce a variety of sports and activity skills that furnish students with levels for successful accomplishment.
	Provide opportunity to practice skills for improved performance and in game situations.
Develops interest in the opposite sex	Provide maximum coeducational activities.

4. Adapted from *Youth: Transition to Adulthood.* Report of the Panel on Youth of the President's Science Advisory Committee, June 1973.

Qualitative changes to adult thought processes begin.	Place greater stress on abstract ideas: rules, strategy, team play, and the concept of cooperation.
Early ability to test propositions is not yet complete, and formal operations in abstract thinking are limited.	Build upon concrete ideas, such as the importance to the individual and team of using gymnastic equipment safely.
Higher level of cognitive abilities, resulting in rapid and efficient learning	Introduce problem-solving devices such as movement education. Provide new activities and skills which stimulate cognitive abilities, such as the history and background of ethnic and folk dances.
Develops stronger attachments to peer group	Provide more team games, student selection of leaders and captains, and greater initiative in selection of activities.
Strong "hero worship" tendencies	Use as motivation to stimulate interest in games. Call on school athletes and professional athletes as role models.
Desires to try new experiences involving adventure and excitement	Introduce activities such as gymnastic stunts and team games.
	Provide a broad intramural program.
	Allow for some leisure-time games and sports.
Social and Emotional	
Develops permanent friendships	Allow some student choice in the selection of competitive teams.
	Keep activity groups together for a length of time to allow friendships to develop.
Conscious of dress, grooming, and personal appearance	Develop standards of dress for activity.
	Allow time for dressing and a shower, if possible, after activity.
	Use interest as motivation to improve standards of personal hygiene.
Enjoys practice when motivated to improve skills	Provide time in the daily program for the practice of skills.
Strong urge to belong to and be a participating member of a social group	Introduce team sports, with student participation in the formation of teams.
Begins development of the "quest for identity"	Recognize achievements by the group and the individual.
Recreational interests become more like those of adults	Introduce beginning leisure-time activities such as golf, tennis, and bowling.
	Introduce and motivate outdoor activities which can be practiced in the family group and with adults.
Preoccupation with bodily concerns when physical change is rapid, often accompanied by such disorders as acne	Develop activities to improve strength, agility, coordinated bodily movements, and skill.
Develops desire for independence and autonomy	Provide activities to include democratic processes, e.g., team elections and Leaders elections.

Moody, restless, and overly critical of adults; a rebellious tendency	Provide more adult activities with student participation in the selection of activities.

Later Adolescent (Ages 14-18)

Physical

Rapid weight and height gain Bone growth almost complete Average girl reaches maximum height at age 15.5	Provide daily period of physical education.
	Explain growth processes and effects.
	Arrange for homogeneous grouping based on age/build/height/weight index for certain team and individual activities.
	Emphasize safety precautions to avoid injury in contact sports.
Increases in strength and improved motor coordinations	Stress fitness and accelerated conditioning activities; more advanced skills and more contact sports.
Tendency toward less fatigue	Provide for activities of greater duration and intensity; balanced program of strenuous activity and relaxation.
Onset of menarche complete in most girls	Stress correction of posture problems.
	Normal menstruation is not an excuse for nonparticipation.

Mental

Desire and willingness to accept more responsibility	Develop opportunities for student leadership and involvement in curriculum planning.
	Provide opportunities for culminating activities.
	Make available selective and elective course options.
	Provide for problem solving and movement education.
Maturing mental powers approaching adult level	Develop greater interest in team games and strategy.
	Extend leisure-time activities.
	Provide opportunities for career exploration in areas involving physical education.
Greater interest in decision making, especially related to personal interests	Provide for student decisions involving team and game activities.
	Give students opportunities for course selection and options in physical education.
	Allow for broad spectrum of physical activities.
Expanding background of experiences, enabling the making of sound value judgments	Give opportunities for class and team organization and experiences in leadership.

Social and Emotional	
Awareness of and sensitivity to opposite sex	Provide opportunities for club activities and leisure-time activities, as well as maximum opportunity for co-educational activity.
Strong urge to engage in physical activities as a member of a social and team group	Place greater emphasis upon team sports; participation in club and intramural activities.
Resentment of infringement on personal liberties	Involve students in planning team, club, and intramural activities.
	Give greater freedom of action and choice of activities.
	Provide experiences in which students are held responsible for their actions by the group of which they are a part.
Greatly influenced by peer group opinions	Give opportunities for group discussion of matters involving the entire group or class.
	Encourage group opinions.
Great desire for independence of action and an independent personality	Provide opportunities for course options, course selection, and independent study.
	Provide opportunities for personal expression of opinions and maximum freedom of action.

PROGRAM PLANNING

"The physical education program incorporates a balance of conditioning activities, dance and rhythmics, games, contests and relays, gymnastic activities and tumbling, individual and dual sports, aquatics, combatives, track and field athletics, and team sports.

"The emphasis is upon developing a broad range of skills and improved attitudes for the wise use of leisure time, a well-conditioned body, and effective skills for participation in physical activities."[5]

According to the *Guidelines and Evaluation Instrument, Title IX: Regulations Pertaining to Health, Physical Education and Athletics* prepared by the Center for Health and Physical Education in August 1976, "All physical education classes must be coeducational except wrestling, boxing, football, soccer, baseball, basketball, ice hockey, and field hockey; nondiscriminatory skill tests and an interest inventory must be used to determine students' abilities and interest; all available equipment and supplies must be provided on an equitable basis for boys and girls."

Activities which are *not* included in the following listing of approved activities may receive special approval for inclusion in a school's program upon written application to the director of the Center for Health and Physical Education. In order to receive such approval, the applicant school must indicate that trained teaching personnel, safe equipment, and safe facilities will be provided, along with a proposed course of study and an evaluation of the program after its completion.

5. Adapted from *Course Descriptions: Intermediate and Secondary Schools, Grades 6 to 12. Curriculum Bulletin No. 11* (Board of Education of the City of New York, 1970).

SCOPE AND CLASSIFICATION OF ACTIVITIES

Team Sports

Baseball and Softball
Basketball
Football (Touch)
Hockey
- Field
- Gym
- Roller

Lacrosse
Punchball
Soccer
Speedball
Team Handball
Volleyball

Track and Field

Individual, Dual, and Leisure Sports

Archery
Badminton
Bag Punching
Bicycling
Boccie
Bowling
Deck Tennis
Golf
Handball
Horseback Riding
Horseshoes
Jogging
Paddle Handball
Paddle Tennis
Racquetball
Shuffleboard
Table Tennis
Tennis
Yoga

Gymnastics and Tumbling

Physical Fitness

Calisthenics
Circuit Training
Conditioning
Fitness Testing
Isometric Exercises
Weight Training

Combatives

Fencing
Judo
Karate
Self-Defense
Wrestling

Dance

Ballet
Ethnic
Folk and Square
Modern
Social
Tap and Clog

Outdoor Education

Backpacking
Camping and Hiking
Cross Country Skiing
Ice Skating
Mountaineering
Orienteering
Skiing
Snow Shoeing

Aquatics

Boating and Sailing
Diving
Scuba Diving
Skin Diving
Swimming
Water Ballet
Water Safety
Water Sports

Recreational Games

Adapted Physical Activities

DEFINITIONS OF TERMS

Term	*Explanation*
Basic Course	This represents the fundamental or essential skills in various activity areas designed to give the student a well-rounded exposure to physical activities of a broad nature. It will provide the necessary foundation for optional or selective courses, if the school offers such options. A basic course provides introductory and beginning skills in different physical activities.
Core Area	These are subjects which form the central or basic activities in the total physical education program. Used synonymously with BASIC PROGRAM, it provides students with exposure to a basic core of required activities before they exercise options for a further selection of courses.
Course	This is a planned area of instruction for one semester, or term, which may be either a specialized activity or a series of mini courses constituting the main course of instruction.
Cycle	This is a plan wherein a number of independent lessons in a unit of instruction are presented in rotation and sequence. The cycle enables a student to enter a class at specific times when cycles are rotated. The term is sometimes used loosely to indicate a change of activity or unit.
Elective or Free Elective	This is a subject that a student may choose from among a limited number of specific courses to accommodate interests, skills, individual abilities, and aptitudes. The present requirements for the high school diploma allow five (5) credits of "free electives." Electives may be taken for one semester or

for a year, and are taken *IN ADDITION* to required physical education.

Exploratory Courses — These courses give firsthand experiences in a variety of activities, and opportunities to discover and develop interest and abilities. The term is also used interchangeably with BASIC or CORE AREA.

Independent Study — This program is designed to give school credit for the mastery of skills and educational experiences outside formal classroom and normal school time. The student is guided by faculty advice and the use of an Independent Study Kit which serves as a course of study. Certain objectives must be mastered before credit is given. Other terms used synonymously are: INDIVIDUALIZED LEARNING PACKETS, COMPETENCY BASED SKILL COURSES, PERFORMANCE OBJECTIVE COURSES or PACKETS.

Mini Course — This area of instruction is for *less* than one semester and may be from 4 to 10 weeks in duration. The course usually concentrates on one area of skill or activity.

Module — This is a unit of time, usually 15 to 45 minutes, in the school day. Classes may meet for one or more consecutive modules in a flexible scheduling system.

Selective or Optional Course — This is a course that a student may select from a listing of courses, or from an area of required courses, in planning a *required physical education* program. This term is not to be confused with ELECTIVE or FREE ELECTIVES, for which credit is given toward graduation. Selective courses are offered *in lieu* of certain required ones and are based upon student interest, aptitude, and desire to improve skills.

Platoon — This is a group of students within a class who will follow the same program or schedule of activities for a specific time. The number of platoons within a class will vary depending on class size, teaching staff, equipment, and space.

List of Sources for Explanations

Dictionary of Education. Carter V. Good, Editor. McGraw-Hill Book Company: New York, N.Y. 1973 (*Note:* Some definitions adapted.); *Options in Physical Education*. Curriculum Project Report, Experimental Edition. Project No. 3511. Bureau of Curriculum Development. Board of Education: New York, N.Y. April 1973; *Guidelines for the Implementation of Required and Elective Physical Education*. Circular of the Center for Health and Physical Education. Board of Education: New York, N.Y. January 16, 1974.

GENERAL CONSIDERATIONS IN PROGRAM PLANNING

Courses of study should be sequential.

The program should provide opportunities for at least one area of concentration, either career or interest oriented.

A daily period of physical education should be provided for each student, allowing for extended skill practice.

The program should be designed for the physical underachiever as well as the physically gifted.

There should be graded and sequential progression of basic and intermediate activities, and provision for selected learning experiences within the required program.

The regular program should present basic skills which can be employed in club, intramural, interscholastic, and recreational programs.

There should be a reasonable balance in team sports; individual, dual, and leisure sports; aquatics; gymnastics; self-testing activities; dance and rhythms, so that a student will be exposed to the total program in the school.

Learning experiences should be designed to foster creativity and self-direction and to encourage vigorous activity which includes emphasis on safety procedures.

Physical activities should foster experiences which reinforce the development of behaviors, attitudes, appreciations, and understandings for effective human relationships.

The program should allow for wide achievement levels

in different physical activities, as well as for varying interest levels.

A wide variety of sports and physical activities should be offered to allow students to develop, in at least one activity, a degree of skill which gains status and peer-group approval.

The program should take advantage of community resources, both public and private, that can provide facilities which may be lacking in the school—swimming pools, outdoor tennis courts, ice-skating rinks.

GUIDELINES FOR PROGRAM PLANNING

These guidelines were prepared by a subcommittee of the Health and Physical Education Standing Committee to assist schools in the implementation of required and elective programs in health education, and physical education.

It is understood that variations exist in school facilities and space, personnel, and student interest, and that program development may be different and unique in each of the high schools.

Required Physical Education

A Suggested Organization of Required Physical Education Programs is:

9th year	Survey or Exploratory Courses
10th-12th year	Selective Activity Courses
9th or 10th year (incoming students)	Survey or Exploratory Courses during the first term followed by Selective Activity Courses

B Course Organization (at school's option)

Mini Courses	Cycles
Modules	Term Courses
Year Courses	Independent Study

C Hour Requirement.

A course or combination of courses must consist of a minimum of sixty (60) hours of instruction each term.

D Required Survey Courses

Include basic instruction in a variety of skill areas for incoming 9th and 10th year students.

E Selective Activity Courses

Required courses for 10th, 11th, and 12th year students

Fall team sports — football, soccer, field hockey
Winter team sports — basketball, volleyball, wrestling
Spring team sports—track and field, softball, lacrosse
Fall individual and dual sports — tennis and handball
Winter individual and dual sports — bowling, fencing, aquatics
Spring individual and dual sports — golf, paddleball
Dance — modern, folk, social
Gymnastics
Tumbling and trampolining
Physical fitness and weight training
Adapted physical education

Elective Physical Education

A Free Electives

May be activity or classroom courses
Free elective activity or classroom courses may be taken *only in addition* to a required physical education course.
Courses may be interdisciplinary.
Course selection by students should be the result of careful counseling and grade-advising procedures.
Teacher assignments
Based upon special preparation or expertise
Teachers deployed to teach courses according to ability in the skill areas.
In-service training of teachers is essential to provide for flexibility in teachers' assignments.
Program organization
Organization in programming courses should provide for a minimum of setting up and breaking down equipment during the school day.
Class size
Elective and area of concentration courses will be counted in the school curriculum index. Therefore, these courses should be treated in the same manner as electives offered in other subject areas.
These courses are advanced programs of instruction in the areas listed under required selective activity courses. Students must have taken a prerequisite course and/or have teacher recommendation.
Suggested classroom and/or activity courses may include:
Sports officiating
Recreational leadership

Care, maintenance, and repair of athletic equipment
Camp-counselor training course

B Alternative Programs

Professional staff members are encouraged to provide other than traditional methods for meeting course requirements. Credit for these innovative courses may be granted based upon examination, performance, or other methods demonstrating acceptable participation and achievement, under the supervision of a teacher.

Courses must be approved by the School Accrediting Committee.
Courses may be conducted after school hours, on weekends, on holidays.
Courses may involve utilization of community facilities such as bowling alleys, golf courses, tennis courts, swimming pools, etc.
Independent study
Internship
Suggested courses:
outdoor living
hosteling
cycling
skiing
fishing

SUGGESTED SELECTIVE COURSE OFFERINGS IN PHYSICAL EDUCATION[6]

To be taken in lieu of required physical education after the basic or exploratory courses have been taken. Courses are usually offered in the 10th, 11th, or 12th grades. Course offerings will depend upon facilities, time, staff, and equipment available.

Basketball (Intermediate and Advanced)
Review of fundamental skills such as passing, dribbling, and shooting.
Offensive and defensive maneuvers and team play stressed.
Culmination in team tournaments and intra-squad competition.

Gymnastics (Intermediate and Advanced)
Review of fundamentals in the execution of elementary apparatus and tumbling skills.
Continuation of gymnastics and tumbling, with emphasis upon intermediate and advanced skills involving combinations of moves and improved performance.

Power Training and Bodily Development
Continuation of physical fitness and conditioning activities emphasizing weight control, improvement in muscle tone, strength, and agility, and improvement in the level of fitness. Emphasis upon jogging, circuit training, obstacle course, weight training, and self-testing activities.

Gymnasium Hockey or Roller Hockey
Fundamentals of hockey skills including stick handling, defensive, and offensive maneuvers.

Football and Speedball (Intermediate and Advanced)
Review of basic skills such as blocking, tackling, line play, offensive, and defensive maneuvers. Practice of skills in modified game situation.

Wrestling (Intermediate)
Review of basic skills, positions, and moves. Drill on wrestling techniques, the conduct of a match, rules, scoring, strategy, and chain wrestling. The culminating activities of the course are matches by weight classes.

Self-Defense (Intermediate)
Practice of basic movement skills necessary for self-protection in possible combat or attack situations, taken from boxing, wrestling, Judo, and Karate.

Volleyball (Intermediate and Advanced)
Review of fundamentals of serve, pass, set-up, and spike. Advanced skills such as dig-pass and team strategy are given. Rules interpretations, game strategy, and playing in tournaments and games are stressed.

Bowling (Intermediate)
Review of the basic elements of ten-pin bowling. Advanced techniques, scoring, and rules are given. Class may meet after school in community facilities.

Track and Field (Intermediate)
Review of fundamental skills. Intermediate skills in dashes and middle distance running, hurdling, high jump, introduction to pole vault, shot put, discus, and triple and long jumps. Application of skills is geared to the individual abilities of the students.

Soccer (Intermediate)
Review of the basic skills of kicking, passing, heading, team defense, and position play. Advanced skills in defense, offense, and team strategy.

Lifetime Paddle and Racket Sports (Intermediate)
These sports consist of tennis, badminton, paddleball, paddle tennis, handball, and table tennis. Provides learning experiences and intermediate skills, with emphasis depending upon the expressed interest and abilities of the class.

6. Adapted from *Options in Physical Education*, Curriculum Project Report No. 3511. (Board of Education of the City of New York).

Senior Life Saving—Advanced Swimming
Advanced swimming strokes are stressed. The course offered leads to a certificate as a Senior Life Saver from the American Red Cross. It enables the student to work as a lifeguard in swim facilities.

Outdoor Education—Hiking and Camping
The course gives fundamentals of hiking and backpacking for use by individual and group leaders. The course applies skills on weekend hiking and camping trips, using community facilities and camps.

Baseball-Softball (Intermediate)
Review fundamentals of the game. Stress position play, defensive, and offensive strategies. Umpiring and rules will be given.

Coeducational Social and Folk Dance (Intermediate)
Basic steps are practiced. Advanced skills in folk dances of many nations. Understanding of different cultural backgrounds is stressed. Students will play an active role in the selection and practice of dances.

Ballet (Intermediate)
For students with a knowledge of basic steps, and with background in the ballet and ballet techniques. The course will include barre, floor, and locomotor movements and patterns leading to a ballet performance.

Afro-Asian-Caribbean Dance (Intermediate)
Course is limited to ethnic dances drawn from African, Asian, and Caribbean sources, and typical folk dances. Dance will include traditional as well as improvisational movements.

Modern Dance (Intermediate)
A continuation of dance study techniques. Emphasis will be upon dance composition and improvisation. Students will attempt basic elements of choreography and composition.

Golf (Intermediate)
This is an intermediate course designed to provide learning experiences to enable students to play at a public golf course. Analysis of swing and strokes, with individual corrections, will be given. Some class activities may be scheduled after school at a golf course or golf driving range.

Handball and Paddleball (Advanced)
Course is designed to provide advanced techniques in the games. Opportunity will be provided for team and tournament play and practice.

SAMPLE FROM HIGH SCHOOL CATALOGUE ILLUSTRATING THE EXPANDING VARIETY IN PHYSICAL EDUCATION PLANNING[7]

Health and Physical Education Department Codes

GE — Electives
GH — Health Instruction
GP — Required Physical Education

All students must take the equivalent of 14 cycles of physical education and 2 cycles of health instruction in order to meet diploma requirements. Courses must be taken in the following sequences:

Courses To Be Taken	Students Entering BCHS In Grade Nine	Students Entering BCHS In Grade Ten
Required Physical Education	4 cycles in BCHS Grade 9	3 cycles in BCHS Grade 10
Swimming & Scuba or Skin Diving	1 cycle Grade 10	1 cycle Grade 10
Physical Education Selectives (GP)	3 cycles Grade 10	None in Grade 10
Health Instruction	2 cycles Grade 11	2 cycles Grade 11
Physical Education Selectives to complete requirements	6 cycles Grades 11 & 12	6 cycles Grades 11 & 12
Total Required for Graduation	16 cycles	12 cycles plus 9th yr. JHS credit

Electives:

The following courses must be taken along with another required Physical Education selective. *For Juniors and Seniors.* These courses may be taken as miscellaneous courses for credit or as part of a three-year group to meet the Area of Concentration diploma requirements.

GE 11 **Scuba Diving I (Co-Ed)**
Classroom theory and water skills in skin and scuba will be part of the course. Emphasis will be on diving equipment, diving physics, diving physiology, and basic air consumption principles. Pre-requisite: Basic course and approval of Department Chairman.

GE 12 **Scuba Diving II (Co-Ed)**
An extension of GE-11 with emphasis on "open water" diving. Pre-requisite: Satisfactory completion of GE—11 and approval of Department Chairman.

GE 13 **Life Saving (Co-Ed)**
A complete and thorough American Red Cross Life Saving course for advanced swimmers. Pre-requisite: Swimming I and approval of Department Chairman.

7. *Beach Channel High School Catalogue.*

GE 14 **Sailing (Co-Ed)**
A course which will provide the student with the opportunity to become familiar with the skills of sailing as well as the effects of winds, tides and currents on small boat handling.

GE 15 **Basic Seamanship (Co-Ed)**
A basic course in small boat handling procedures, with emphasis on the U.S. Coast Guard rules and regulations.

GE 16 **Rowing and Canoeing (Co-Ed)**
A basic course in the fundamentals of rowing and canoeing skills. Emphasis will be on the various strokes, safety techniques and boat handling.

GE 21 **Camp Counselor Training (Co-Ed)**
Designed to prepare students for summer jobs as camp counselors. Emphasis will be on such activities as archery, pioneering, low organizational games, and other camp related programs.

GP 30-31 All tenth graders will take one cycle of swimming and three cycles of physical education. Students will be placed in one of the following swimming courses, depending on swimming ability:

GP 30 BASIC SWIMMING AND INTRODUCTION TO SKIN DIVING
A course for non- and beginning swimmers that emphasizes elementary swimming techniques. It also provides the participants with an introduction to the use of skin diving equipment.

GP 31 FUNDAMENTALS OF SWIMMING AND BASIC SCUBA DIVING
This course, designed for students with basic swimming abilities takes the participants through the American Red Cross intermediate swimming courses. It also provides the youngsters with an introduction to the use of scuba diving equipment.

NOTE: PHYSICAL EDUCATION SELECTIVES listed below are open to students who have satisfactorily completed the INTRODUCTION TO PHYSICAL EDUCATION sequence.

GP 32 **Swimming I (Co-Ed)**
A continuation of the basic course with emphasis and stress on the various strokes required by the American Red Cross for Intermediate qualification. Pre-requisite: Approval of Department Chairman.

GP 33 **Swimming II (Co-Ed)**
Elements of the advanced course offered by the American Red Cross will be stressed. Available to outstanding swimmers who have potential for interscholastic competition. Pre-requisite: Approval of Department Chairman.

GP 34 **Swim Leaders—In Training (Boys)**
A Course which will provide opportunities for the development of leadership qualities in swimming and aquatic activities. Available to outstanding swimmers who have demonstrated leadership potential. Pre-requisite: Approval of Department Chairman.

GP 35 **Swim Leaders—In Training (Girls)**
Same as GP—34.

GP 41 **Basketball I (Boys)**
A course stressing team play and strategy, as well as intermediate basketball skills techniques. The early part of the course will be devoted to reviewing basic skills. The course includes intramural tournament play.

GP 42 **Basketball II (Boys)**
A continuation of the intermediate course with a greater emphasis on five (5) man team play. Available to outstanding basketball players who have potential for varsity interscholastic competition. Pre-requisite: Basketball I and approval of Department Chairman.

GP 43 **Power Training and Body Development (Boys)**
A physical fitness and conditioning program which includes weight training, circuit training, jogging and self-testing activities. Stress will be on ways to increase strength and tone in specific muscle groups, and the development and maintenance of an appropriate level of physical fitness.

GP 44 **Football I (Boys)**
A course stressing team play and strategy, as well as advanced skill techniques. Emphasis will be on position play. Teams will be organized for intramural tournament competition.

GP 45 **Football II (Boys)**
A continuation of Football I course with a greater emphasis on six (6) man football and eleven (11) man football. Available to outstanding football players who have potential for Junior Varsity or Varsity competition. Pre-requisite: Football I and approval of Department Chairman.

GP 77 **Self-Defense (Boys)**
An introduction to the various styles of self-defense, Karate, Judo, etc. Emphasis will be on physical conditioning and the sciences and philosophy of self-defense.

GP 78 **Self-Defense (Girls)**
Same as GP 77

GP 79 **Soccer Speedball (Girls)**
A continuation of the basic course with greater stress on team play and strategy. Emphasis will be on tournament play and intramural competition.

GP 80 **Slimnastics (Co-Ed)**
A course which emphasizes weight control through exercise, figure toning body conditioning and sound nutritional education.

GP 81 **Folk and Square Dancing (Co-Ed)**
This course will continue with the basic skills learned and will stress the many aspects and varieties of dances practiced throughout the world. Emphasis will be on dances and variations common to all folk, square and social dancing.

GP 82 **Social Dancing (Co-Ed)**
A continuation of the basic course with major stress on routines and variations in such dances as the fox-trot, rhumba, cha-cha, lindy, merengue, tango, mombo.

GP 83 **Wrestling I (Boys)**
A continuation of the basic course with stress placed on intermediate techniques and preparation for intramural competition.

GP 84 **Wrestling II (Boys)**
This course includes advanced skills and techniques in wrestling. Available to outstanding wrestlers who have demonstrated potential for the varsity wrestling team. Prerequisite: Wrestling I and approval of Department Chairman.

GP 85 **Introduction to Hatha Yoga**
An introduction to the conceptual fundamentals of Hatha Yoga. Students will develop the technical capacity to perform the physical, breathing, concentration, and relaxation exercises of Yoga.

GP 86 **Basketball I (Girls)**
A course for girls that reviews basic skills and the development of intermediate skills and techniques in basketball. The course includes intramural tournament play.

GP 99 **Adapted Physical Education (Co-Ed)**
A special class for pupils who are medically excused from regular physical education. Programs will be developed to meet the needs and abilities of each student and according to recommendations from family and school physician. Pre-requisite: Approval of Department Chairman.

SAMPLE ELECTIVE PROGRAMS

Sports Communication
- Radio and TV Announcing
- Sports Journalism
- Sports-Filmmaking Production
- Sports Photography

Recreational Leadership
- Day Care Center Counselor
- Recreational Program Director in Geriatric Centers
- Parks and Playgrounds
- Other Community Agencies, e.g., Y's, and Boys' and Girls' Clubs

Camp Counseloring
- Day Camps
- Private Summer Camps
- School Camping
- Institutional Camps

Dance Performing

History and Development of the Dance

Sports Officiating

The Business of Sports

Care and Management of Aquatic Facilities

Care and Maintenance of Outdoor and Indoor Sports Facilities

Sports Trainer and Emergency Care

Civil Service Career Training

Pre-Physical Education College Majors

Pre-Physical Therapy and Exercise Modalities

Introduction to Recreational Therapy

Recreation and Ecology

Repair and Maintenance of Athletic Equipment and Facilities

Swimming, Life Saving, and Pool Management

SAMPLE YEARLY PLAN (MINI COURSES)*

		Cycle 1 — 10 Weeks	Cycle 2 — 10 Weeks	Cycle 3 — 10 Weeks
Advanced Team Sports	**FALL SEMESTER**	Soccer	Football Speedball Field Hockey	Basketball
	SPRING SEMESTER	Volleyball	Softball Baseball	Track & Field
Advanced Leisure & Lifetime Activities	**FALL SEMESTER**	Tennis	Handball Paddleball	Bowling
	SPRING SEMESTER	Golf	Badminton Archery Table Tennis	Folk & Square Dance Roller Skating Cycling
Advanced Outdoor Education	**FALL SEMESTER**	Camping & Hiking	Boating & Sailing	Cycling Winter Sports
	SPRING SEMESTER	Winter Sports	Water Sports Fishing Horseback Riding	Camping & Hiking
Advanced Dance	**FALL SEMESTER**	Modern Dance	Modern Dance	Ethnic Dance
	SPRING SEMESTER	Folk and Square	Social Ballet Jazz	Dance Performance
Advanced Gymnastics	**FALL SEMESTER**	Rebound Tumbling Free Exercise	Parallel Bars Uneven Parallel Bars	Horizontal Bar Balance Beam
	SPRING SEMESTER	Rebound Tumbling Pyramids Free Exercise	Side Horse Vaulting	Horizontal Bar Ring
Combatives or Self-Defense	**FALL OR SPRING SEMESTER**	Wrestling Judo	Fencing Karate	Judo & Karate Self-Defense

* Acceptance into advanced mini courses is based upon teacher recommendation, exhibited aptitude or interest.

TWO-SEMESTER, 4-CYCLE PLAN FOR INTERMEDIATE/JUNIOR HIGH SCHOOLS

Fall Semester

BASIC OR EXPLORATORY GRADES 7, 8

Cycle 1	Cycle 2	Cycle 3	Cycle 4
Fitness & Conditioning	Tumbling & Gymnastics	Fall Team Sports	Dance

SELECTIVE COURSES GRADES 8, 9

Intermediate Dance 1	Modern	Modern	Ethnic	Jazz
Intermediate Team Sports	Football, Speedball	Soccer	Volleyball	Basketball
Intermediate Leisure	Handball, Paddleball	Tennis	Bowling	Badminton
Intermediate Gymnastics	Rebound Tumbling	Tumbling & Mats	Apparatus	Apparatus
Intermediate Combatives	Wrestling Judo Karate Self-Defense			
Intermediate Fitness and Conditioning	Circuit Training	Weight Training	Obstacle & Free Exercise	Fitness Testing
Outdoor Education	Camping	Camping	Hiking	Winter Sports
Leaders Training	Introduction to Leaders Training	Sports Officiating	Safety in Sports	Demonstration of Sports

NOTE: The fall and spring semester charts are intended as guides for program planning in those schools that have adequate facilities and sufficient time for the development of a selective program. Time schedules may vary depending upon staff, time allotment, equipment, and student interest and training. Cycles may be combined into mini courses or longer cycles.

TWO-SEMESTER, 4-CYCLE PLAN FOR INTERMEDIATE/JUNIOR HIGH SCHOOLS

Spring Semester

BASIC OR EXPLORATORY GRADES 7, 8

Cycle 1	Cycle 2	Cycle 3	Cycle 4
Fitness & Conditioning	Track & Field	Spring Team Sports	Individual & Leisure

SELECTIVE COURSES GRADES 8, 9

Intermediate Dance	Social	Folk & Square	Folk & Square	Performing
Intermediate Team Sports	Basketball	Track & Field	Field & Gym Hockey	Softball
Intermediate Leisure	Tennis	Roller Skating	Golf	Handball, Paddleball
Intermediate Gymnastics	Rebound Tumbling	Tumbling & Mats	Apparatus	Apparatus
Intermediate Combatives	Wrestling Judo Karate Self-Defense			
Intermediate Fitness and Conditioning	Circuit Training	Weight Training	Obstacle & Free Exercise	Fitness Testing
Outdoor Education	Camping	Cycling	Fishing, Boating	Hiking
Leaders Training	Gymnastics	Leisure Sports	Leaders Training	Track & Field

TWO-SEMESTER, 5-CYCLE PLAN FOR HIGH SCHOOLS

Fall Semester

BASIC/EXPLORATORY COURSES GRADES 9, 10

	Cycle 1	Cycle 2	Cycle 3	Cycle 4	Cycle 5
Basic or Beginning	Fitness & Conditioning	Speedball, Football	Gymnastics	Basketball	Volleyball, Badminton
Basic or Intermediate	Fitness & Conditioning	Soccer	Field Hockey, Football	Basketball	Volleyball
SELECTIVE COURSES GRADES 10, 11, 12					
Intermediate Team Sports	Soccer	Football	Field Hockey	Basketball	Gym Hockey
Advanced Team Sports	Soccer	Football	Field Hockey	Basketball	Gym Hockey
Inter. Life and Leisure Activities	Tennis	Tennis	Golf	Golf	Bowling
Advanced Life and Leisure Activities	Tennis	Tennis	Golf	Golf	Bowling
Intermediate Gymnastics	Rebound Tumbling	Balance Beam Vaulting	Parallel Bars	Uneven Parallel Bar	Side Horse
Advanced Gymnastics	Rebound Tumbling	Free Exercise	Parallel Bars	Uneven Parallel Bar	Side Horse
Beginning Combatives	Wrestling	Wrestling	Wrestling	Judo, Karate	Judo, Karate
Basic, Intermediate or Advanced Dance	Modern, Square, Folk or Ethnic Performance				
Remedial Fitness and Conditioning	Fitness & Conditioning	Fitness & Conditioning	Weight Training	Weight Training	Obstacle Course
Leaders Training	Officiating	Method of Teaching	Safety	Team Sports	Team Sports
Outdoor Education	Camping	Camping	Camping	Hiking—Back Pack	Winter Sports

NOTE 1. Each cycle is from three to four weeks in duration. Cycles may be increased depending upon student interest. Cycles may be combined to serve time schedules for mini-courses or areas of concentration.

NOTE 2. Selective program may begin in either 10th, 11th or 12th years.

NOTE 3. The above chart is intended as a guide for school program planning and may vary with the school, its facilities and equipment and its personnel.

TWO-SEMESTER, 5-CYCLE PLAN FOR HIGH SCHOOLS

Spring Semester

BASIC/EXPLORATORY COURSES GRADES 9, 10

	Cycle 1	Cycle 2	Cycle 3	Cycle 4	Cycle 5
Basic or Beginning	Fitness & Conditioning	Track & Field	Softball, Baseball	Tennis	Culminating Activities
Basic or Intermediate	Gymnastics	Track & Field	Golf	Social Dance	Culminating Activities
SELECTIVE COURSES GRADES 10, 11, 12					
Intermediate Team Sports	Volleyball	Track & Field	Softball, Baseball	Speedball	Culminating Activities
Advanced Team Sports	Volleyball	Track & Field	Softball, Baseball	Speedball	Culminating Activities
Inter. Life and Leisure Activities	Handball & Paddleball	Badminton, Archery	Tennis	Golf	Culminating Activities
Advanced Life and Leisure Activities	Handball & Paddleball	Badminton, Archery	Tennis	Golf	Culminating Activities
Intermediate Gymnastics	Free Exercise	Vaulting	Parallel & Uneven Bars	Rings & Horizontal Bar	Culminating Activities
Advanced Gymnastics	Pyramids	Rings & Horizontal Bar	Parallel & Uneven Bars	Vaulting	Culminating Activities
Beginning Combatives	Self-Defense	Self-Defense	Fencing	Fencing	Culminating Activities
Basic, Intermediate or Advanced Dance	Modern, Square, Folk or Ethnic				
Remedial Fitness and Conditioning	Fitness & Conditioning	Circuit Training	Circuit Training	Obstacle & Weight Training	Culminating Activities
Leaders Training	Gymnastics	Leisure & Life Sports	Track & Field	Dance	Culminating Activities
Outdoor Education	Cycling	Cycling	Fishing	Boating & Sailing	Culminating Activities

NOTE 1. Each cycle is from three to four weeks in duration. Cycles may be increased depending upon student interest. Cycles may be combined to serve time schedules for mini-courses or areas of concentration.

NOTE 2. Selective program may begin in either 10th, 11th or 12th years.

NOTE 3. The above chart is intended as a guide for school program planning and may vary with the school, its facilities and equipment, and its personnel.

PLATOON ORGANIZATION

One of the more familiar and successful ways to organize a physical education program in the intermediate/junior and senior high schools is to establish a platoon system. This is a division of a class into smaller homogeneous groupings of students who follow a specific course of study for a definite period of time. Platoon organization is easily incorporated into mini courses, modules, course cycles, and unit instruction.

PURPOSE

Platoon organization provides for:

class size within the framework of mass teaching situations;

maximum use of space;

opportunity to know the students in the class;

individualization of instruction;

homogeneous student grouping within each platoon;

a type of organization that best lends itself to unit, cycle, or module teaching;

an objective basis for course evaluation and grading;

reduction in teacher clerical responsibilities;

as many teaching stations as needed and available;

opportunities for lesson planning based upon student progress, interest, and aptitude.

ORGANIZATION

Platoon organization can be effectively established depending on the teaching staff available, the number of teaching stations, the amount of indoor and outdoor space, the organization of the school, department, and classes, and the course of instruction. To assess the viability of platoon organization within a school, it is helpful to use the following guidelines.

Determine available *teaching stations.* For example, a school with one large gymnasium and an outdoor athletic field can plan for two platoons indoors and two platoons outdoors. The class would then be organized into four platoons.

Establish some criteria within the department to group students. This may include:

an index file by age/grade/height/weight
a physical fitness index
a grade achievement index
an index of grade progress
an athletic and sports achievement index

Organize the number of platoons depending upon the teaching staff available.

Assign a teacher to remain with platoon for the semester or school year, who is responsible for the instruction, grading, and other clerical details such as attendance and preparation for the platoon.

Have an alternate plan to use specific expertise of the teaching staff, and have the platoons rotate their assignments. Such platoon rotation, however, often prevents the teacher from getting to know a small group well.

Have the platoon remain at the activity for a specified length of time. The time may be in cycles, units of instruction, modules, or mini courses. All platoons rotate at the same time. For example, a platoon that had soccer outdoors for three weeks during the fall sports season might rotate to basketball indoors for three weeks, and then to indoor volleyball for the remaining three weeks. Other time schedules may be used to meet the needs of the school.

Plan lessons as a cooperative venture among all teachers who are assigned to the class. The platoon teacher may modify lessons according to student needs, interests, and aptitudes.

Provide alternate programs during inclement weather to accommodate platoons that are forced indoors. Such activities as wrestling, gymnastics, weight training, combatives, dance, and self-defense, as well as physical fitness and conditioning, are examples of substitute programs which do not demand large areas for performance and skill practice.

Investigate available small indoor spaces such as a double classroom for use by platoons during winter months and inclement weather.

REQUIREMENTS

To establish platoon organization, it is necessary to have:

sufficient indoor and outdoor space.

homogeneous grouping by ability level within a large class.

sufficient teaching staff for each platoon.

a graded, sequential, progressive course outline with graded units or cycles of instruction.

a willingness on the part of the staff to experiment with the platoon, cycle, or module type of organization within the framework of existing facilities and equipment.

cooperation by the administration of the school to assist in class organization, homogeneous grouping, grading, student progress, and provision of additional space.

a re-evaluation of present organization within the school and department.

ORGANIZATION FOR TWO PLATOONS

For Schools With Outdoor Facilities Grades 7, 8, 9

(EACH ACTIVITY = 15-20 CLASS PERIODS)

FALL SEMESTER — OUTDOOR SEASON *September, October, November*

Grade 7	Grade 8	Grade 9
Platoon Cycle #1		
SOCCER, PHYSICAL FITNESS AND CONDITIONING	PHYSICAL FITNESS AND CONDITIONING FOOTBALL SPEEDBALL	PHYSICAL FITNESS AND CONDITIONING, SOCCER
Platoon Cycle #2		
FOLK AND SQUARE DANCE TRACK AND FIELD	TRACK AND FIELD BADMINTON	HANDBALL PADDLEBALL GYM HOCKEY
Platoon Cycle #3		
GYMNASTICS AND TUMBLING HANDBALL, PADDLEBALL	GYMNASTICS AND TUMBLING BOWLING	TRACK AND FIELD GYMNASTICS AND TUMBLING
FALL SEMESTER — INDOOR SEASON *December, January*		
Platoon Cycle #4		
BASKETBALL WRESTLING-SELF-DEFENSE	BASKETBALL, SELF-DEFENSE	FENCING, SOCIAL DANCE
SPRING SEMESTER — INDOOR SEASON *February, March*		
Platoon Cycle #5		
PHYSICAL FITNESS AND CONDITIONING	PHYSICAL FITNESS AND CONDITIONING, VOLLEYBALL	SELF-DEFENSE - WRESTLING, VOLLEYBALL
SPRING SEMESTER — OUTDOOR SEASON *April, May, June*		
Platoon Cycle #6		
PHYSICAL FITNESS AND CONDITIONING, SOFTBALL	BICYCLING, GOLF - TENNIS	HANDBALL, PADDLEBALL TRACK AND FIELD
Platoon Cycle #7		
IF TIME PERMITS CULMINATING ACTIVITIES TEAM TOURNAMENTS	***IF TIME PERMITS*** CULMINATING ACTIVITIES TEAM TOURNAMENTS	***IF TIME PERMITS*** CULMINATING ACTIVITIES TEAM TOURNAMENTS

NOTE: One platoon indoors; one platoon outdoors.

ORGANIZATION FOR THREE PLATOONS

For Schools With Outdoor Facilities Grades 10, 11, 12

(EACH ACTIVITY = 15-20 CLASS PERIODS)

FALL SEMESTER — OUTDOOR SEASON *September, October, November*

Grade 10	Grade 11	Grade 12
Platoon Cycle #1		
PHYSICAL FITNESS AND CONDITIONING FOOTBALL SPEEDBALL FIELD HOCKEY SOCCER	PHYSICAL FITNESS AND CONDITIONING, FOOTBALL, FIELD HOCKEY	PHYSICAL FITNESS AND CONDITIONING, SOCCER MODERN DANCE FOOTBALL, SPEEDBALL FIELD HOCKEY
FALL SEMESTER — INDOOR SEASON *December, January*		
Platoon Cycle #2		
WRESTLING, MODERN DANCE VOLLEYBALL, BASKETBALL GYM HOCKEY	GYMNASTICS AND TUMBLING FENCING, BASKETBALL SELF-DEFENSE	GYMNASTICS AND TUMBLING VOLLEYBALL, WRESTLING SELF-DEFENSE
SPRING SEMESTER — INDOOR SEASON *February, March*		
Platoon Cycle #3		
BOWLING PHYSICAL FITNESS AND CONDITIONING FOLK AND SQUARE DANCE GYMNASTICS AND TUMBLING	SOCIAL DANCE SELECTIVE ACTIVITY TENNIS, WRESTLING	SELECTIVE ACTIVITY SELECTIVE ACTIVITY TENNIS
SPRING SEMESTER — OUTDOOR SEASON *April, May, June*		
Platoon Cycle #4		
BASEBALL, SOFTBALL BADMINTON SELECTIVE ACTIVITY	BICYCLING TRACK AND FIELD, GOLF	BASEBALL, SOFTBALL GOLF, SELECTIVE ACTIVITY
Platoon Cycle #5		
IF TIME PERMITS CULMINATING ACTIVITIES TEAM TOURNAMENTS	***IF TIME PERMITS*** CULMINATING ACTIVITIES TEAM TOURNAMENTS	***IF TIME PERMITS*** CULMINATING ACTIVITIES TEAM TOURNAMENTS

NOTE: Two platoons outdoors; one indoors. Two platoons indoors; one outdoors. Activities listed are intended to provide options. Teachers select three.

LEADERSHIP TRAINING AND LEADERS CORPS

It should be noted that many schools are now offering leaders training programs to qualified students as an elective. Those schools require that the students who take such an elective or option have an added daily period of physical education. This has been made possi! ble within the guidelines for the single-diploma requirements.

CLASSIFICATION OF COURSES

Leaders Selective Course	This is a course which is given in lieu of required physical education. No course credit is given toward graduation.
Leaders Elective Course	A student elects Leaders Training for one year, in addition to a regular physical education required course. Credit is given for the course.
Leaders Training	Members of this group form a potential pool of leaders. They may be either in a selective, an elective, or a pre-training exploratory group.
Leaders Club or Leaders Corps	Students in this group have completed their preliminary training. They generally serve in a Leader's capacity in a regularly scheduled physical education class. The group may meet either as a club after school or as a regularly scheduled special class.
Honors or Varsity Leaders Group	This group consists of officers and members of the Leaders Club who have served with distinction for at least one year.

LEADERS TRAINING PROGRAM

Leaders training provides:

special training for the physically gifted;

opportunities for students to exercise and experience values of citizenship in a democratic society;

assistance for a more efficient physical education program;

experiences that may lead interested students toward a career related to physical education and recreation;

opportunities for proficiency in athletic and sport skills which may be used later to assist others;

opportunities for thorough training in safety procedures, game rules, and officiating techniques;

additional avenues for career exploration;

experiences for growth in making value judgments.

DEVELOPMENT AND MOTIVATION

Publicize the qualifications needed to become a member of the Leaders Corps.

Define clearly the aims of the club and course for all members and candidates.

Encourage the staff to recommend outstanding students for membership.

Give schoolwide and community publicity to the work of Corps members.

Seek opportunities for members of the Corps to render service beyond school and department.

Set high, but achievable, standards of admission.

Allow students to have a major voice in the organization and planning of club and course activities.

Provide for upward mobility into the elite or Honor Leaders Corps.

Acknowledge outstanding merit and give recognition by presenting awards at student assemblies. Also use such devices as special uniforms, insignias, and awards.

COURSE OUTLINE

Activities	*Special Methods and Activities*
Gymnastics and Tumbling	Techniques of safety spotting Proper placement of mats Checking safety of apparatus Assisting in setting up the gymnasium for lesson Plans for squad rotation Demonstration of skills
Conditioning and Fitness	Methods of scoring students on fitness tests Standards and records Setting up circuit training programs Safety precautions Methods of giving warmups before testing and conditioning Techniques of squad rotation Maintaining high level of personal fitness
Track and Field	Proper warmup procedures Methods of demonstrated skills Techniques of timing and skill testing Safety precautions Check of equipment to be used Planning the placement of equipment
Team Sports	Knowledge of the rules of the game Techniques of officiating the game Scoring rules Review of team play and team strategy Demonstration of sports skills Safety considerations in each sport
Individual, Dual, and Leisure Sports, Wrestling, and Self-Defense	Rules of the sport Methods of scoring Special officiating techniques Demonstration of skills Review of strategy for playing sport Safety considerations

Dance and Rhythmics	Review of basic and intermediate dance forms Demonstration of special dance skills Methods of assisting those who need help Care of audio equipment Records and clerical tasks
General Skills and Knowledge	Teaching advanced skills, if needed Assisting in skills and knowledge testing program Assisting students for improved skill performance Leading students in conditioning and warmup exercises Placing and care of gymnasium and sports equipment Movement of squads in gymnasium and field Keeping general records Applying general safety precautions in all activities Officiating during sports activities Giving advanced skill demonstrations Serving as an example to other students, i.e., good grooming Preparing for exploration of careers related to physical education and recreation Learning the nature, needs, and interests of lower school children (Schools may send members of Leaders training groups to assist in junior high school or community recreational programs.)

ADMISSION AND ELIGIBILITY

The candidate should be free from remediable medical defects.

The candidate must exhibit a positive interest in becoming a Leader, and have completed at least one year of required and basic physical education.

Special recommendations may be given from the physical education department of the feeder junior high school for the student's admission into the program.

The physical education teacher must recommend the candidate. A panel of teachers and Honor Leaders Corps students may serve as a screening committee before acceptance of candidates.

The candidate must exhibit outstanding ability in some physical education skills, or outstanding athletic ability, and have a grade of not lower than 80% in the subject.

The candidate should have a satisfactory scholastic achievement, with an average of at least 70% in academic subjects.

The candidate should have an excellent attendance record.

The candidate should have superior character ratings.

The candidate should manifest interest in rendering service to the department, the school, and the community.

THE PROGRAM AND THE TEACHER

Teach the safety precautions associated with specific activities.

Keep safety as a prominent objective.

Review the teaching, demonstration, and analysis of basic and intermediate skills with critical analysis by members of the class.

Make use of audio-visual aids to fix skill movements.

Provide students with a list of their responsibilities.

Provide students with rule books, and give frequent quizzes to stimulate self-study of rules.

Organize the class so that committees are responsible for care and storage of equipment. They should also be responsible for proper placement of gymnastic equipment.

Emphasize correct form in performance. Students should be shown how to detect common errors in performance so that cues and corrections may be given.

Teach the class how to lead a group and give opportunities for practice in leading class groups.

Demonstrate officiating techniques of basic games and sports. Have students practice skills of officiating during their own games and practice periods.

Use such measuring devices as rules quizzes, knowledge tests, game strategy tests, officiating skills demonstrations, and skills performance tests to evaluate student progress.

LEADERS CLUB OR LEADERS CORPS

The members of this group have completed a preliminary training course. They serve in a Leader's capacity in a regular gymnasium class. The group may meet before or after school, or as part of a regular training course given in addition to their assigned physical education class. In some instances, members of the Corps are assigned to assist physical education programs in neighboring junior high schools or in community recreation facilities.

GOALS

To assist teachers in regularly programmed classes

To coach and officiate games and tournaments

To demonstrate basic skills with a high level of personal performance

To assist in testing programs and physical fitness testing programs as scorers, testers, recorders, or in other capacities required by the teacher

To set high standards of appearance, conduct, and sportsmanship

To plan and organize major club activities

To render service to neighboring schools and community recreational activities

To develop broad interests and background in physical education activities, and possibly to prepare for a career involving physical education

DEVELOPMENT AND MOTIVATION

Publicize the fact that the Corps represents an honors class in physical education.

Emphasize the *service* aspect of the Corps. Indicate that service on one's record can help toward a career or college entrance.

Stress to Leaders-in-training that the Corps represents an opportunity to put into practice skills and attributes developed in the class.

Inform student that, where applicable, credit can be given as an elective or as a major area of interest or concentration, and count toward meeting diploma requirements.

Seek avenues for publicity and recognition of the work of the Corps.

ORGANIZATION AND FUNCTION

The Leaders Club provides an additional opportunity and experience for self-government by students. Students can lend their voices and ideas for the efficient functioning of Leaders programs. Rules have been established within the general organization of schools for the formation of such an after-school club. In order for the club to function efficiently, the following procedures should be established:

granting of a charter by the general organization of the school
purposes of the club clearly defined
membership qualifications
time and dates of meetings
election of officers
conduct of activities
code of ethics for membership conduct
granting of awards and honors
planning the conduct of special projects within and outside of school
faculty representation
following policies of P.S.A.L. and guidelines established by the Board of Education
evaluation of club activities
selection of a faculty advisor

SUGGESTED SPECIAL PROJECTS

Play Days
Sports Days
Field Days
Special parties and functions
Assembly programs and special demonstrations
Awards and installation ceremonies
Parent-Student meetings; luncheons
Club newspaper
Career clinics and meetings
Service projects, e.g., usher at Parents' Day meetings
Service as Leaders to neighboring lower schools
Service to community agencies such as recreation leaders in geriatric centers
Service as counselors in school camping experiences
Planning Leaders' weekend activities

Assisting in officiating intramural activities and sports practice sessions

Planning special weekend or out-of-school trips and projects, e.g., a fishing trip

Joint meetings with other schools in the districts to plan districtwide projects

Field trips to colleges, camps, and outdoor education projects

Service in schoolwide functions such as interscholastic games

DEVELOPING DEMOCRATIC PROCESSES

It is important for the advisor to:

provide experiences for students to function effectively within the framework of the club organization;

permit students to assume responsibility for planning and organizing student projects;

assist, clarify, interpret, but NOT dictate;

allow students to make decisions after consultation, and let them follow through on their decisions;

provide opportunities for observation and self-evaluation of student activities;

provide continuous encouragement for students but allow them mistakes as part of the learning process.

ADMISSION AND ELIGIBILITY

Completion of Leaders Training course with distinction.

A satisfactory health record with no remediable defects.

Personal recommendation of the teacher of the training course, and one other staff member.

Rating of at least 85% in the required physical education courses and in the Leaders Training course, and at least a 70% average in major subjects.

Evidence of desire to render service to the department, the school, and the community.

Room on program for an extra period of physical education.

Satisfactory rating in a preliminary screening interview by a panel of physical education teachers.

Satisfactory character rating.

DUTIES AND RESPONSIBILITIES

Assist in checking attendance and preparedness of class.

Make safety checks of apparatus and gymnasium equipment.

Assist in locker room supervision to prevent pilferage and vandalism.

Demonstrate basic skills and sports techniques.

Lead squads and groups in movement and rotation of activities.

Assist in preparation of gymnasium for class activities.

Act as safety spotters in gymnastic activities.

Coach and lead teams in intrasquad competitive tournaments.

Officiate games and sports.

Distribute, check, and collect sports equipment.

Plan exhibits, and maintain bulletin boards.

Plan special events, exhibitions, and demonstrations for outside groups, parents' meetings.

Assist in leading gymnasium activities in nearby lower schools and in community activities.

Lead, supervise, initiate, and stimulate choice of activities during the free periods.

Assist in checking, testing, and recording results in the evaluation phase of the program.

Assist in extracurricular activities.

SERVICE RECOGNITION

Schools can provide recognition for Leaders Corps service by having:

distinctive gymnasium costume or uniform that distinguishes leaders from other members of the class;

various types of awards, emblems, varsity letters, pins, or special insignias;

service noted on the permanent record;

cumulative service credit for a major service award;

diplomas of merit, or other such awards, given at graduation or an awards assembly;

Leaders' pictures in the school yearbook;

Leaders' weekends;

installation and award ceremonies in which the work of the Leaders is brought to the attention of the school.

EVALUATION

Many schools use a point system in which the student is given a numerical score based upon contributions and participation toward class functioning. Items for which points may be awarded include:

length and quality of service;

additional points on an evaluation of the service;

participation in community projects or service rendered outside school;

participation in play days, intramural sports, and intra-squad activities;

scores on examinations for officials;

participation in committee work;

attendance at club meetings held after school;

special contributions to the functioning of the class or department.

EVALUATION CHART

LEADER'S SERVICE RECORD

Attribute	Max. Points	First Semester 1. 2. 3.	Second Semester 1. 2. 3.
APPEARANCE	5		
PUNCTUALITY	5		
CLERICAL ASSISTANCE	5		
CARE OF EQUIPMENT	5		
REFEREEING	5		
COACHING GROUP	5		
CONTROL OF GROUP	5		
ATTITUDE	5		
SERVICE OUTSIDE OF CLASS	5		
OTHER SERVICE	5		
TOTAL	50		

Teacher's Signature _____ Date _____

(Back of Leader's Service Record)

SUGGESTIONS FOR IMPROVEMENT

Date _____ Teacher's Signature _____

_____

_____

_____

_____

_____

LEADER'S EVALUATION RECORD

NAME OF LEADER _____ OFF. CLASS _____ PHYS. ED. PER. _____

TEACHER'S SIGNATURE _____

CHECK ONE:

_____ Student is registered in Phys. Ed. Class

_____ Student is taking additional Phys. Ed. Class

_____ Student is registered in Elective Leader's Class

Check Appropriate Rating	Poor	Fair	Average	Good	Superior
ATTENDANCE					
PREPARATION					
APPEARANCE: GROOMING					
COOPERATION					
INITIATIVE: ATTITUDE					
KNOWLEDGE OF RULES					
OFFICIATING TECHNIQUES					
ABILITY TO DEMONSTRATE GYMNASTICS					
DANCE					
PHYSICAL FITNESS: EXERCISES					
ATHLETIC SPORTS SKILLS					
INDIVIDUAL AND LEISURE					
OTHER SKILLS					
CLERICAL SKILLS					
SAFETY PROCEDURES					
CONTROL OF GROUP					
OUTSIDE SERVICE					

UNIT TEACHING

GOAL SETTING AND EVALUATION

Goal setting is a critical function which either builds upon student motivation and contributes to a cooperative classroom atmosphere or weakens motivation and mitigates against smooth classroom management. Studdents must feel the goals set are attainable for them. It is extremely important that the goals be given with knowledge of the students' present capabilities, and that new and limited goals be constantly introduced. Even partial achievement of a goal gives a feeling of success which carries over in continued motivation toward ultimate goals. Goal setting is also a prerequisite for good evaluation. When students are aware of the ultimate goals or of the standards of achievement expected of them at the beginning of the unit, they will understand the need for testing and evaluation to know whether or not they have achieved these goals.

MOTIVATION

Learning of physical activities is highly dependent upon student motivation. Skills are learned through drill and practice. Students' willingness to practice skills until they are perfected and become habit is essential for success. Physical education has several intrinsic motivations: one is the joy of movement itself, the fun of sport activities; another is the competition inherent in game situations; and a third is that successful learning of a skill is immediately demonstrable and measurable. Audio-visual materials also provide good motivation, especially if they show well-known sports figures. Recognition awards add to student motivation and general interest in the sport. In-person demonstrations are important in channeling the desires of adolescents to emulate appropriate role models. Guest demonstrators should be invited from all levels: schools, colleges, community, and professional teams.

ORGANIZATION AND MANAGEMENT

Skilled classroom management provides maximum use of space and equipment. It often requires ingenuity in finding alternative spaces and devising equipment substitutions. It insures maximum student participation with organized and equitable rotation for use of space and equipment. Recordkeeping that enables teacher and students to see individual progress from the beginning of the unit is of prime importance.

PLANNING

Learning is a complex of factors in which student readiness, physiologic maturity, neuromuscular coordi-

nation, interest, and continuing drive to achieve success are all interrelated. Skillful planning seeks varied and continual motivation and provides for individual differences. Goal setting and evaluation must be based on students' previous learning and experiences. Training in making value judgments develops from concepts such as cooperation, competition, and fair play.

THE UNIT

Parts VI through IX consist of units. A unit is based on a particular activity and may be adapted to cycles, mini courses, modules, and selective activities. Units in any area revolve around basic, intermediate, and advanced activity/sports skills. The design of each unit provides a chart of the scope and sequence of skills according to grade level for that activity. In addition to the physical skills, the following instructional areas should be included:

history and development of the game

basic rules and scoring and game courtesies and terminology

safety

officiating techniques

leadup games and drills

care and selection of equipment

The charts are followed by a brief history of the activity or sport, specific grade achievement standards for goal setting, class organization and management, instructional materials, safety rules, teaching suggestions, and evaluation.

GENERAL CHECKLISTS

A series of general checklists follows which will assist in the unit teaching of activities. These checklists provide a ready guide and reference to the standard components of unit teaching.

GOAL SETTING

Pretest for classification of ability, skills, or other factors for grouping.
Use the AAHPER tests as a diagnostic measure.
Post achievement standards. Use skills chart to develop specific goals.

GENERAL GOALS

Students will be able to:

demonstrate knowledge of the rules of the game;

identify and use offensive and defensive strategies;

list safety precautions related to equipment and play;

officiate in a game situation;

explain the importance of the game and its recreational and physical conditioning benefits.

EVALUATION

Written or oral testing for knowledge of:

rules	safety procedure
etiquette	equipment care and repair
history	game strategies and techniques

Game situation tests

playing in various positions, executing offensive and defensive maneuvers
officiating

Specific skill tests

APPROACH AND MOTIVATION

Arrange demonstrations in class and/or assembly programs by:

Leaders Corps
school team or club members
community, college or professional players
school staff members

Use audio-visuals of the specific activity:

filmstrips, slides, films of outstanding performers
posters, student art

bulletin boards of current photos, articles, charts
videotapes of students in action

Post records and scores:

expected test goals, grade achievement charts
individual progress charts
game scores

Use competition as motivation for:

intrasquad or platoon play
intramural tournaments
clubs
play days

Use students' desire for excellence and recognition to encourage them to work for:

membership in Leaders Corps, clubs teams

opportunity to give class demonstrations
opportunity to assist less skilled students

Conduct rule and strategy clinics or small-group class sessions which include:

invited officials

student reports of televised games
and television specials

Stimulate student interest in outside activity in:

community centers
league play

Stimulate community and commercial sponsorship of:

sports competition
equipment purchase
alternative practice spaces

Publicize game activities in school newspaper and/or local media.

Stimulate students through self-testing activities.

ORGANIZATION AND MANAGEMENT

Post rules in game area.

Use magnetic board or chalkboard to illustrate game strategies.

Use Leaders or skilled performers as assistant coaches for platoons, squads, teams, or individual instruction.

Adapt rules when needed to:

accommodate more players
greater numbers of frequent substitutes

Provide adapted program for physically limited students:

use buddy system
assign Leaders

Cope with space restrictions:

find alternate space
carefully plan to divide gym space for varied activities

Assign students to:

distribute or place equipment and/or apparatus
check equipment and apparatus
maintain and/or repair equipment
collect or store equipment

Provide advanced skills and activities for the gifted.

Keep records and plan equitable rotation of space, activities, and equipment.

Balance the program with conditioning and play activities, and strenuous physical exertion with relaxation.

Keep indoor area well-ventilated and lighted.

Check temperature.

SAFETY

Examine medical records of students to ascertain their physical fitness for the game or activity.

Have first-aid kit on hand.

Inspect playing area for unsafe surface. Keep spectators from playing area.

See that students are properly attired for play: proper shoes; no jewelry; eyeglass guards, if needed.

Place apparatus properly including mats, wall pads. Check condition of equipment and apparatus.

Provide for thorough conditioning, including skills practice, before the start of play.

Watch for over-tired players. Alternate strenuous activity with rest time.

Be sure students have mastered basic skills before going to more complex ones.

TEACHING SUGGESTIONS

Space

Plan diagrams of available space and use of such space.

Time

Allow for flexibility in plans, and activities.

Balance skill demonstration and analysis with skill practice.

Basic Methodology

Skills

Provide skill-related warmup exercises.

Use related audio-visual aids.

Present the rules of the game or activity pertinent to the skill being taught.

Reduce the skill to its simplest components.

Relate skills to those already learned in other sports.

Practice skills as used in sports or game situations.

Provide historical background of the game.

List terms, rules, game positions, and scoring elements on mimeograph sheets, and distribute to students.

Observe class and individuals during practice and free enterprise to identify common errors. If possible videotape students for correction in form.

II TEAM SPORTS

14
14
WATKINS

BASEBALL AND SOFTBALL

HISTORY

Baseball is thought to have originated in 19th century England in a popular game called "rounders." The game, later introduced in this country as town ball, was frequently played on the village green. In 1839, Abner Doubleday in Cooperstown, New York, (home of the Baseball Hall of Fame) invented the present-day game. Some authorities say that Alexander Cartwright, a surveyor, was the founder of modern-day baseball, having established a set of rules and the dimensions of the playing field in 1846. However, it was in 1858 when Henry Chadwick wrote the playing rules that baseball became popular, particularly among Union soldiers during the Civil War. It was from the ranks of these players that the first professional team, known as the Cincinnati Red Stockings, was formed in 1869. Several professional leagues were begun but the only one to survive was the American League.

Softball, similar to baseball, was invented originally as an indoor game in Chicago in 1887 by a Minneapolis farmer. It was known then as "kitten ball," "mush ball," "playground ball," and "ladies' baseball." By the late 1920's, the game had won much popularity. In 1933 the first national tournament was held at the Chicago World's Fair. Since that time the sport has been governed by the Amateur Softball Association. The game demands the same skills as baseball, but the distance between bases and pitching rules are slightly different.

GOAL SETTING

Use grade achievement standards and scope and sequence charts to establish unit goals. Pretest students and use data for ability grouping and as a base for recording skills improvement. Continue to set limited, achievable goals as students progress toward unit goals.

GRADE ACHIEVEMENT STANDARDS

Grade 7

Catching a softball
Throwing overhead, infielder's snap and underhand toss
Fielding a fly ball in the infield and outfield
Fielding an ordinary ground ball
Pitching a softball with slingshot delivery
Pitching a softball; slow ball
Overarm pitch
Straight-away hitting
Making the run to first base and the turn
Rules for the steal in softball
Basic infield and outfield position play

(Continued on page 43)

SCOPE AND SEQUENCE Baseball and Softball

(Grade Placement of Skills)

GUIDE

B — Basic Skills
I — Intermediate Skills
A — Advanced Skills
O — Optional Skills
R — Review of Skills
X — Taught in all Grades

SKILLS Baseball and Softball	JUNIOR HIGH SCHOOL			SENIOR HIGH SCHOOL		
	GR. 7	GR. 8	GR.9	GR. 10	GR. 11	GR. 12
	15 Per	15 Per	0 Per	15 Per	0 Per	15 Per
LEAD UP ACTIVITIES AND DRILLS						
Kickball	0	0				
Punchball	0	0				
CATCHING						
Low and High Balls	B	R		R		R
Catcher on Foul Balls						A
THROWING						
Overhead Snap Throw	B	R		R		R
Infielder's Sidearm	B	R		R		R
Underhand Toss	B	R		R		R
FIELDING						
Fly Ball — Infield	B	R		R		R
Fly Ball — Outfield	B	R		R		R
Ground Ball — Infield	B	R		R		R
Ground Ball — Outfield		I		R		R
PITCHING: SOFTBALL						
Fastball — Slingshot Delivery	B	R		R		R
Fastball — Windmill Delivery		I		R		R
Fastball — Curve				A		R
Fastball — Rise or upshoot						A
Change of Pace						A
Slowball Pitch — Slingshot	B	R		R		R
Slowball Pitch — Windmill						
Slowball Pitch — Curve						A

SKILLS Baseball and Softball	JUNIOR HIGH SCHOOL			SENIOR HIGH SCHOOL		
	GR. 7	GR. 8	GR. 9	GR. 10	GR. 11	GR. 12
	15 Per	15 per	0 per	15 Per	0 Per	15 Per
PITCHING: HARDBALL						
Overarm — Three-Quarter Arm	B	R		R		R
Sidearm		I		R		R
Curve Ball						A
Slider						A
Downer						A
Knuckleball						O
Change of Pace						A
BATTING						
Straight-Away Hitting	B	R		R		R
Place Hitting (Softball)				A		R
Sacrifice Bunt		I		R		R
Drag Bunt				A		R
Fake Bunt						A
Fungo Hitting				0		0
Hit Behind the Runner						A
BASE RUNNING						
Run to First Base and Turn	B	R		R		R
Advance for Extra Bases		I		R		R
Steal — Hook Slide						A
Steal — Straight-in Slide		I		R		R
Steal — Bent Leg Slide				A		R
Steal — (Softball Rules)	B	R		R		R
OFFENSIVE TEAM PLAY						
Hit and Run				A		R
Safety Squeeze				A		R
Suicide Squeeze						A
Double Steal						A
Delayed Double Steal						O

SKILLS Baseball and Softball	JUNIOR HIGH SCHOOL			SENIOR HIGH SCHOOL		
	GR. 7	GR. 8	GR. 9	GR. 10	GR. 11	GR. 12
	15 Per	15 Per	0 Per	15 Per	0 Per	15 Per
Coaching Strategy						O
Lineups — Pinch Hitters and Runners						O
DEFENSIVE SKILLS AND TEAM PLAY						
Basic Infield Positions	B	R		R		R
Outfield Position Play	B	R		R		R
DEFENSIVE SKILLS AND TEAM PLAY						
Variations in Position Play				A		R
Backing up Players in Situations		I		R		R
Cutoffs and Relays				A		R
Outfield Throw to Infield in Situations		I		R		R
Covering Bases in Situations				A		R
Force Outs		I		R		R
Double Play Pivots				A		R
Run Downs		I		R		R
Trapping Runner and Run Downs				A		R
Tagging Runner in Steals				A		R
Throws to Bases in Situations		I		R		R
The Catcher in Play Situations		I		A		R
Advanced Play Situations				A		R
CULMINATING ACTIVITIES						
Intrasquad Games	X	X		X		X
Club Games	X	X		X		X
Intramural Games	X	X		X		X
Before or After School Demonstrations	X	X		X		X

Grade 8

Fastball pitch, windmill delivery
Sidearm pitch (baseball)
Sacrifice bunt
Advancing for extra bases
Steal using the straight-in slide
Backing up players; situations
Outfield throw to infield; situations
Force outs
Run downs

Grade 10

Fastball pitch with curve
Place hitting; softball
Drag bunt
Steal with bent-leg slide
Hit and run plays
Safety squeeze
Variations in position plays
Cut offs and relay
Covering bases; situations
Double play pivots
Trapping runner and run downs
Tagging runner on steals
Play of the catcher
Advanced play situations

Grade 12

All skills learned in grades 7, 8, and 10
Some advanced skills from selective or free elective courses

CLASS ORGANIZATION AND MANAGEMENT

Use mass formation for demonstrating basic skills involving limited movement. This can be done from the teaching platform or with the class in semicircle formation. Such groupings are useful in baseball for "pepper" drills, bunting and fielding drills.

Break class into small teachable units or squads, preferably in groups of nine.

Tape small indoor diamonds on the gymnasium floor for offensive and defensive play practice. Such practice is used for teaching intermediate and advanced skills. Demonstrations may be given on these improvised diamonds.

Have batter near the wall bat the ball towards the central area where batting or bunting is involved.

Use shuttle formations in practicing fielding and throwing skills and double plays.

Use light-weight, spongy softballs for indoor drills.

Use batting tees with sponge rubber balls attached for indoor practice. Use mats to soften impact of the rebound.

Use pitching and throwing targets such as hula hoops, chalk circles hanging on wall mats, and paper cutouts pasted against the wall.

INSTRUCTIONAL MATERIALS

Sufficient baseballs, softballs, bats, bases to insure maximum student participation
Indoor and outdoor bases
Soft softballs
Batting tees
Baseball pitching machine
Pressure-sensitive tape for floor markings
Small tetherballs with string for improvised batting practice indoors (suspended from rope supports)
Catcher's equipment—including regulation chest protectors, masks, gloves
Indoor home plate and pitching rubber, and outdoor bases and plate
For indoor use, plastic playballs and bats
Jumping pit for sliding practice
Marked-off baseball areas
Safety cones for marking safety areas behind batter, etc.
Official rule books and playing guides
Instructional booklets for pupil distribution
Baseball and softball areas to be marked out for play, both indoors as well as outdoors
Polyethylene bats and balls, aluminum bats, "whiffleballs"

SAFETY

Potential Hazards

"Glass arm" and muscle soreness from throwing
Common injuries such as sprains, abrasions, bone bruises of the hands, and infections, particularly from unclean clothing

Preventive Measures

A warm-up period should start each practice or game session.
Proper safety and health habits should be emphasized.
Gradually develop speed in throwing and provide a thorough knowledge of skills with emphasis upon body control. Old, softened softballs or sponge rubber softballs should be used for all baseball and softball skills practiced indoors.

Ignorance of rules	Adapt rules to fit the situation, such as ground rules. In gymnasium classes, particularly in softball, certain rules should be formulated to fit the situation. Adapt other rules for all gymnasium classes, e.g., no sliding to bases, no stealing of bases, no standing near home plate.
Failure to use equipment	Wear mitt, mask, chest protector, shin guards, batting helmet, and glove to avoid possible injury.
Sun-blinded fielders	To avoid this hazard, fielders should use visors rather than sun glasses.
Injuries during practice	Wear cleats and spikes during regulation game only. Avoid unnecessary sliding.
Weather conditions	Players should wear uniforms of appropriate warmth and weight.
Unprotected groin	Insist that boys wear appropriate athletic supporters.
Sliding head first	Discourage the use of this slide. Teach the technique of the straight-in slide, or the hook slide, before allowing any sliding. It should be noted that in modified softball the runner is not allowed to leave the bag until the pitcher has released the ball in the pitch.
Baseplayer obstructing base in path of runner	Teach the baseplayer to place foot on the inside of the bag, not on top of it.
Baseplayer standing in front of sliding opponent	Teach the baseplayer to place the extended ball arm in front of the base, keeping his or her body out of the slider's path.
Standing behind the batter	Provide batting circles for those awaiting their turn. Have the team occupy a dugout or designated safe area. Use traffic cones to delineate safety area.
Slipped bat	Provide a resin bag. The application of resin to the hands will reduce the prospect of a bat slipping from a player's grasp. Bat handles should be well grooved.
Leaving bats strewn around	Keep bats in a rack. Assign a leader to remove unused bats.
Home plate not flush with the ground	If home plate is not flush with the ground, the runner's spikes may be caught in the raised portion. This may result in an ankle or leg injury. If the plate cannot be made flush with the ground, it should be loosened from its base. Thus, when the runner's foot strikes it, the plate will move. This safety factor will prevent the sudden stop that often is the cause of injury. To reduce hazards, use a rubber plate only.
Pitcher turning head to see if catcher is making an accurate throw to the second baseplayer	At times the pitcher will turn away from the plate on a steal of second base. This is done to see the play. The catcher may throw low and hit the pitcher in the back of the head. In the follow-through, the pitcher must keep head and eyes fixed on the target. The body should be balanced and ready to move in any direction. On the catcher's throw, the pitcher should watch the ball until it goes over his or her head and on to second base, before turning around to see the play.

Pitching the ball while infielders are walking out to positions with their backs to the batter	Before delivering the ball to the batter, the pitcher should ascertain whether or not teammates have taken their proper positions facing the batter. This will enable them to protect themselves in the event that a ball is driven toward them.
Placing the bat in front of the body while attempting to bunt	The bat should never be placed in front while attempting to bunt. If the bunt is not properly executed, there is danger that the ball may carom off the bat into the face of the batter. The batter should pivot around and face the pitcher. The weight of the body should be distributed on both feet. The left hand should be at the end of the bat and the right hand should be near the center. The bat should be held out and away from the body on a line parallel to the ground. In this position, the batter can sway the body so as to avoid being hit with a close ball. In holding the bat out in front and to the right, the batter can avoid being hit with a foul tip.
Throwing the ball to a player who is not paying attention	Throwing the ball to a player or to a group of players who are giving their attention to something else may result in a player being struck by the ball and injured. A ball should never be thrown to anyone who is talking to someone or looking somewhere else. The player to whom one is throwing the ball should be ready to receive the delivery.
Playing the bag improperly	Teach the first baseplayer to place a foot on the inside of the bag, on the side from which the ball is being thrown. When a pitcher covers first base, the player places a foot on the inside of the bag and parallel to the inside corner. Infielders should be taught the skill of covering a bag properly to avoid injury. Discourage blocks used in professional ball to break up possible double plays.
Holding on to the bat after striking at the ball	Modify the rules to call a player out who drops or throws the bat after swinging at the ball.
Violating the safety zone	A safety zone should be marked out around the batter's box as well as at first and third base. Insist that players remain behind the safety zone to avoid a thrown or swung bat.

TEACHING SUGGESTIONS

Stress baseball as America's "national sport."

Relate basic skills to their game context. For example, fielding a ground ball should be followed by the throw to first base.

Teach procedures such as the force and tag rules, and running towards the play after a fly ball has been caught.

Establish a coaching system at first and third to assist batters and runners.

Plan a batting order to help in developing concepts relative to offensive team strategy.

In teaching defense, place a team on the field and explain the area each fielder is required to cover, as well as the fielder's responsibilities.

Observe group for common errors such as palming the ball before throwing. Make corrective suggestions, and give cues for overcoming these errors.

EVALUATION

Oral or Written Testing

History of the game
Basic rules and scoring
Terminology
Safety
Officiating techniques
Selection and care of equipment
Strategies

Performance Testing

Skills Testing

1. Throwing for Distance

Use a testing area from 50 to 100 feet wide and from 100 to 300 feet long, as needed. Mark a restraining line and other lines at 10-foot intervals beginning at 80 feet from the restraining line. Contestants throw from behind the restraining line. Have distance marked plainly. To be measured, the throw must land in the throwing area.

Rules: Allow three trials in succession and record the best of these.
Record contestant's performance in feet to the nearest foot.
Count stepping on or over the restraining line as a foul and as a trial.

Testing Suggestions: Allow for a sufficient warm up of the throwing arm before testing.
Use student leaders to estimate distances that the ball is thrown.
Station students at intervals in the throwing area, and instruct them to retrieve and return the ball by relaying it in or rolling it to thrower.
Lay out as many throwing areas as possible in the space available, to permit testing of more than one person at a time.

2. Throwing for Accuracy

Mark rectangles 19 in. by 36 in. on wall of handball court or other available wall. Mark a restraining line from 30 to 50 feet away from the wall, depending on the type of group to be tested. Contestant throws at target from behind the line.

Rules: For an underhand throw, the restraining line should be the pitching distance. Allow 10 trials and record number of throws inside or on lines of target. For an overhand throw, the distance of the restraining line from the wall should be not more than 60 feet. Allow 10 throws in succession and record the number of hits within the target or on the lines.

Testing Suggestions: Use squads or half squads as testing units. Squad leader may be used as judge and recorder. Use older balls that have been softened by use for overhand throwing. If wood walls are used, damage may result from throwing hard softballs against the wall.
See that all students not throwing or counting stay behind the restraining line.
If a wall is not available, outline the target with string on a fence, or use a cloth.

3. Fielding a Ground Ball and Throwing to First Base

The infield portion of the diamond is used. The student being tested plays third base. Contestant fields the ground ball and throws to first.

Rules: Allow contestant five chances to field ball and throw to first.
Score one point for each cleanly-fielded ground ball.
Score one point for each good throw to first base.

Testing Suggestions: Test one squad at a time.
Use one student as retriever for batter.
Use one student as first baseman.
Keep remainder of group near third base, ready to move out onto the field to be tested.

4. Catching a Fly Ball and Throwing to Catcher

Instructor fungoes fly ball to the outfield.
Fungo five fly balls to outfield.
Allow contestant five chances to catch fly ball and to throw to catcher.
Score one point for each good catch and for each good throw to the catcher.

5. Bunting *(See Fig. 1)*

An arc 5 feet from home plate is marked from the first base line to the third base line. A second arc 25 feet from home plate is marked across the same area.
Allow batter five bunts and score two points for each bunt that stops between the two arcs.

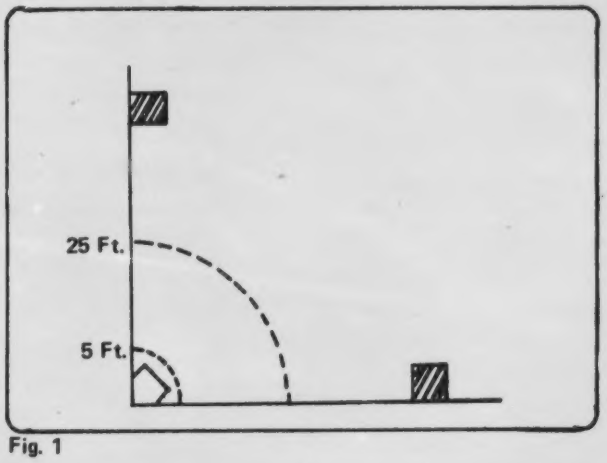


Fig. 1

BASKETBALL

HISTORY

James A. Naismith first devised the game of basketball in 1892 to provide activity during the winter months between the football and baseball seasons. Now, basketball has come of age. The game occupies an important place in the indoor physical education activity program. It has developed as the mainstay of the late fall and winter programs, and has grown to be one of the largest spectator and participant sports in the country.

In March 1892, the first girls' game was played. In 1899, women's rules committees were formed to develop girls' rules. Today, girls' rules are similar to those for boys, so that the game can now be played on an equal basis by both sexes. Interscholastic competition has become an important aspect of girls' basketball.

Nearly all high school students participate in basketball in one way or other. Three-person team basketball has become a favorite playground and recreation game. Young people are becoming enthusiastic spectators at interscholastic games and at college and professional games.

GOAL SETTING

Use grade achievement standards and scope and sequence charts to establish unit goals. Pretest students and use data for ability grouping and as a base for recording skills improvement. Continue to set limited, achievable goals as students progress toward unit goals.

GRADE ACHIEVEMENT STANDARDS

Grade 7

Catching a basketball above and below the waist
Two-hand chest and chest bounce pass
Shovel underhand, or feed pass underhand
Layup from the right and left side, using the right hand
One-hand set or push shot and foul shot
Dribbling straight away with a change of hands
Basic defensive stance and sidewards shuffle in man-for-man defense
Elements, theory and position play in 2-1-2 zone defense
Basic give-and-go play in offense

Grade 8

Review of basic skills taught in grade 7
Baseball or overarm pass
One-hand sidearm pass

(Continued on page 51)

SCOPE AND SEQUENCE Basketball

(Grade Placement of Skills)

GUIDE

B — Basic Skills
I — Intermediate Skills
A — Advanced Skills
O — Optional Skills
R — Review of Skills
X — Taught in all Grades

SKILLS Basketball	JUNIOR HIGH SCHOOL GR. 7 15 Per	GR. 8 15 Per	GR. 9 15 Per	SENIOR HIGH SCHOOL GR. 10 10 Per	GR. 11 15 Per	GR. 12 0 Per
LEAD UP ACTIVITIES AND DRILLS						
CATCHING A BASKETBALL						
Above the Waist	B	R	R	R	R	
Below the Waist	B	R	R	R	R	
PASSING A BASKETBALL						
Two-Hand Chest Pass	B	R	R	R	R	
Two-Hand Chest Bounce Pass	B	R	R	R	R	
Baseball or Overarm		I	R	R	R	
One-Hand Sidearm		I	R	R	R	
Two-Hand Sidearm or Cross Chest		I	R	R	R	
Hook Pass			A	R	R	
Underhand or Shovel	B	R	R	R	R	
Handoff or Feed, Underhand	B	R	R	R	R	
Two-Hand, Overhead or Shoulder			I	R	R	
LAYUP SHOT						
From Right Side—Right Hand	B	R	R	R	R	
From Left Side—Right Hand	B	R	R	R	R	
From Center—Underhand Over Front Rim		B	R	R	R	
From Left Side—Left Hand			I	I-R	R	
From Under the Basket—Backhand, Reverse Spin				A	R	
Crossover Layup				A		
SET SHOT						
One-Hand Set or Push Shot	B	R	R	R	R	
Foul Shot—One-Hand Push	B	R	R	R	R	

SKILLS Basketball	JUNIOR HIGH SCHOOL			SENIOR HIGH SCHOOL		
	GR 7	GR. 8	GR. 9	GR. 10	GR. 11	GR. 12
	15 Per	15 Per	15 Per	10 Per	15 Per	0 Per
SET SHOT						
Jump Push Shot—One-Hand		I	R	R	R	
Hook Shot			A	A	R	
Rebound, Tap-In				A	R	
Fall-Away Jump Shot					A	
Pivot and Hook Shot					A	
Dribble, Stop and Push Shot				A		
DRIBBLING						
Straight-Away, Right and Left Hand	B	R	R	R	R	
Change of Hand	B	R	R	R	R	
Change of Direction		I	R	R	R	
Dribble, Stop and Pass Off		I	R	R	R	
Feint and Dribble				A	R	
Pivot and Dribble				A	R	
Spin Dribble					A	
Behind the Back Dribble				O	O	
DEFENSIVE TACTICS: MAN-FOR-MAN DEFENSE						
Basic Stance	B	R	R	R	R	
Sideward Shuffle	B		R	R	R	
Forward and Backward Shuffle		I	R	R	R	
Defensing the Screen						
Switch on Screen				A	R	
Sliding Through a Screen				A	R	
Switching Man-For-Man				O	A	
Boxing Out						
The Shooter			I	R	R	
The Non-Shooter			I	R	R	
Underneath the Basket				A	R	

SKILLS Basketball	JUNIOR HIGH SCHOOL			SENIOR HIGH SCHOOL		
	GR. 7	GR. 8	GR. 9	GR. 10	GR. 11	GR. 12
	15 Per	15 Per	15 Per	10 Per	15 Per	0 Per
DEFENSIVE TACTICS: ZONE DEFENSE						
Elements and Theory	B	R	R	R	R	
Position Play for the Two-One-Two Zone	B	R	R	R	R	
The Three-Two Zone (3-2)		I	R	R	R	
The Two-Three Zone (2-3)		I	R	R	R	
The One-Two-Two Zone		I	R	R	R	
The One-Three-One Zone				A	R	
Zone and Man-For-Man Combinations						
Box and One				A	O	
Triangle and Two				A	O	
The Zone Press						
The 2-2-1 Press					A	
The 1-2-1-1 Press					A	
The 3-1-1 Press					A	
OFFENSIVE MANEUVERS						
Faking			I	R	R	
Fake and Drive				A	R	
Fake Drive and Jump Shot					A	
Give-And-Go (One Player)	B	R	R	R	R	
Give-And-Go (Two Players)				A	R	
Give-And-Go With Screen (One and Two Players)					A	
One-On-One With Screens				A	R	
Pick-And-Roll (With and Without the Ball)				A	A	
Two-On-Two Screens				A	R	
Breaking Up the Zone Defense						
Passing Attack			I	R	R	
Position of the Players			I	R	R	
Movement of the Players			I	R	R	

SKILLS Basketball	JUNIOR HIGH SCHOOL			SENIOR HIGH SCHOOL		
	GR. 7	GR. 8	GR. 9	GR. 10	GR. 11	GR. 12
	15 Per	15 Per	15 Per	10 Per	15 Per	0 Per
Basic Offensive Weaves						
Horseshoe		B	R	R	R	
Figure Eight			I	R	R	
Back Court—Figure Eight				A	R	
Side-To-Side				A	R	
Set Plays						
Under the Basket				A	R	
Front Court, At the Side				A	R	
Breaking Up the Zone Press					A	
CULMINATING ACTIVITIES						
Games, Tournaments	X	X	X	X	X	

Two-hand cross chest or sidearm pass
Layup from the left side of the basket, using the left hand
Jump and push shot
Dribbles with change of direction
Dribble stop and pass
Front and backwards glide in man-for-man defense
Elements, theory and position play in various types of zone defense
Give-and-go using a screen
Officiating techniques and rules (optional)

Grade 9

Review of basic and intermediate skills taught in grades 7 and 8
Hook shot
Two-hand over-the-shoulder pass
Layup from the left side, using the left hand
Boxing out an offensive player at various points on the court
Techniques of breaking up basic zone defenses
Movements involved in a figure-eight weave

Grade 10

Review and increased facility in basic and intermediate skills taught in grades 7-10
Under-the-basket layup with a backhand and reverse spin
Hook shot
Rebound tap-in
Dribble, stop and bounce pass
Feint, or pivot and dribble
Ability to switch when a screen is imminent
Demonstration of techniques for boxing out an opponent underneath the basket and after a shot is taken
Theory and practice of the box-and-one defense
Movements involved in a pick-and-roll
Movements involved in completing a figure eight, and lateral movements involving screens
Officiating techniques and rules (optional)

Grade 11

Review or demonstrate facility in basic and intermediate skills
Fall-away jump shot
Pivot, feint and hook shot
Techniques in zone press, and maneuvers to break up zone press
Officiating techniques and rules (optional)

Note: The advanced skills to be taught in grade 11 may be incorporated in a selective course in advanced basketball.

CLASS ORGANIZATION AND MANAGEMENT

If space or facilities are inadequate, hang portable blackboards against available walls. Use outdoor areas.

Divide the group into squads of five or ten pupils. These groups should be homogeneous according to basketball ability and skill.

Organize the squads so that they do not conflict with each other. Have groups alternate in taking their shots. Two to three squads can shoot at the same basket.

Provide time for pupils to practice skills learned during the free enterprise part of the period.

Use shuttle formation in practicing passing and catching skills.

Use the hollow square formation in drills involving shooting, dribbling, layups, and combinations of passing and shooting. This formation clears the center of the floor for skill practice.

Plan to involve small groups practicing skills, so that each pupil will be engaged in a maximum activity situation during the period.

Have two squads shooting at one basket by placing squads at opposite ends of the basket, parallel to the backboard.

INSTRUCTIONAL MATERIALS

Sufficient basketballs and goals for small-group play and practice
Portable goal-high baskets and backboards
Pressure-sensitive tape for floor and wall markings
Timers and stop watches
Whistles, score books, and scoreboard
Portable chalkboard
Bulletin boards, magnetic boards
Audio-visual equipment, including daylight projector
Magnetic basketball boards
Rebounding rim

SAFETY

Have gymnasium treated with a nonskid finish and kept in good repair at all time.

Remove possible hazards by planning for the maximum use of available space, minimum friction between groups, mats hung against walls under baskets, and thorough warmup before activity.

Teach students to adjust the speed of their pass in accordance with the distance that the ball is to travel.

Teach students how to catch a ball properly with outspread fingers to avoid sprains of fingers and hands.

Teach students how to fall and roll to absorb body shock when tripped or losing balance.

Teach the rules concerning personal fouls, and enforce them rigidly.

Teach pupils how to perform quick stops, turns, or changes of position; teach safe landing position after rebounding.

Have students avoid backward running races.

Discourage the use of arms and elbows thrust out in rebounding, rough play, and undue personal contact.

TEACHING SUGGESTIONS

Teach rules associated with certain game skills such as dribbling, jump balls, etc., along with skill teaching.

Stress game situations and game strategy on offense and defense in the upper grades.

Analyze, explain, and demonstrate skill practice in basketball with cues and corrections.

Make individual and group corrections as needed. Give cues along with the corrections for improved performance.

EVALUATION

Oral or Written Testing

History of the game
Basic rules and scoring
Terminology
Safety
Officiating techniques
Selection and care of equipment
Strategies

Performance Testing Game Situation Drills

The following criteria may be used, for example, in testing six students in a three-player game.

Is a basketball caught without fumbling, with sureness, and with body readiness to pass off quickly?

Is body in proper position and balance to pass a basketball accurately?

Are passes intercepted?

Is standard of form in foul and set shooting acceptable?

Does student dribble with good ball control, protecting the ball and without losing the ball? Does student dribble too much for the game situation?

Does student move properly in anticipation of receiving the ball?

Is student in good defensive position at all times?

Does student position well for rebounding? Have good spring? Make the best use of hands, arms, and body in rebounding?

Does student use team to assist in scoring by the team, such as screening, change of direction?

Is rebound timed properly? Are rules of the game known well, evidenced by avoiding such common violations as double dribble, palming, traveling, excessive personal fouls, etc.?

Skills Testing

1. **Wall Bounce Test**

Testing: Skill in catching and passing basketball; coordination in ball handling.

Student stands six feet from a flat wall, with basketball in his or her hands. At the signal, the student successively bounces the ball against the wall and catches the ball. Time given is 15 seconds. Score consists of the number of times the ball is caught.

2. **Accuracy Pass** *(See Fig. 2)*

Testing: Accuracy in passing a ball.

Five concentric circles are drawn on the wall with diameters of 1, 2, 3, 4, and 5 feet. Student starts at 6 feet for 10th year, 8 feet for 11th year, and 10 feet for 12th year. Student passes the ball, attempting to hit the innermost target. Each student gets five tries. Accuracy is scored 10, 8, 7, 4, 2, 0.

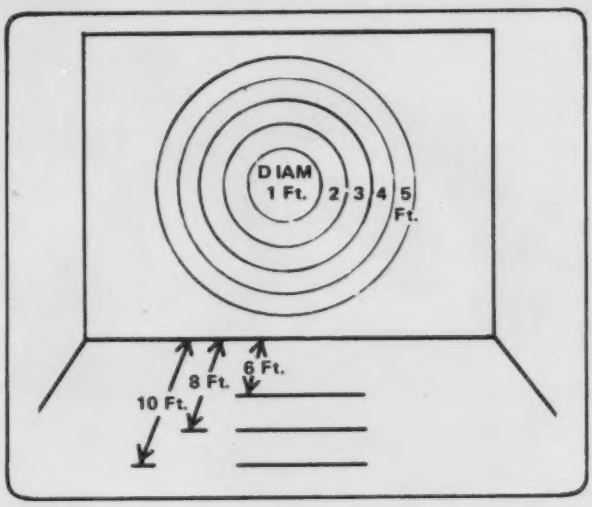


Fig. 2

3. **Fifteen Second Goals**

Testing: Hand, eye coordination; layup ability.

Student starts at the foul line, and then shoots consecutively goals or layups. Score is the total number of goals scored in fifteen seconds.

4. **Modification of Edmonds Reaction Time Test** *(See Fig. 3)*

Testing: Speed of reaction time, speed and agility while making decisions; speed and change of direction.

Student starts with back to the starting line. At the signal, he or she turns and runs to the blocks placed seven yards from the starting line. As the student passes a dotted line five yards from the starting line, the examiner calls the color of a block and the numbered square he or she is to place the block in. For example, "Red, three!" Student picks up the proper block and places it in the proper square.

Student then is told to pick up a second block and place it in the proper square. The third block is placed in the final empty square without any further direction. Time is scored for finish endings across the starting line. The score is the average of two trials. Note: Placement of the wrong block in the wrong square results in a zero score for the trial.

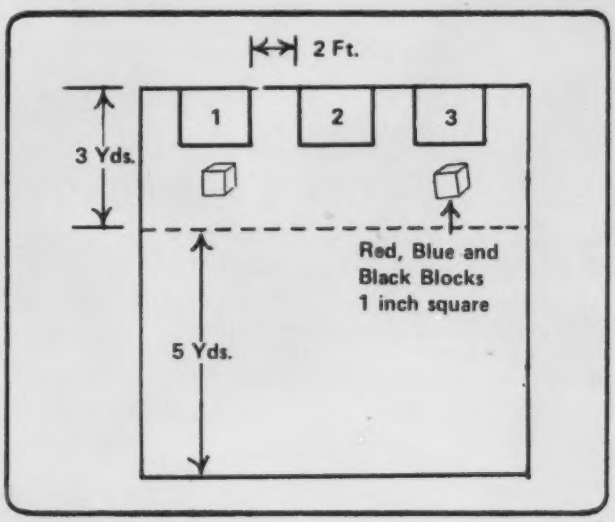


Fig. 3

5. **Obstacle Dribble** *(See Fig. 4)*

Testing: Skill and speed of dribbling; hand, eye, foot coordination; agility and ability to change direction.

Student dribbles around the chairs or traffic stanchions. If student loses control of ball, a second trial is given. If he or she loses control of the ball after two trials, the student's score is zero. Score is the total time elapsed. Each student is given two time trials.

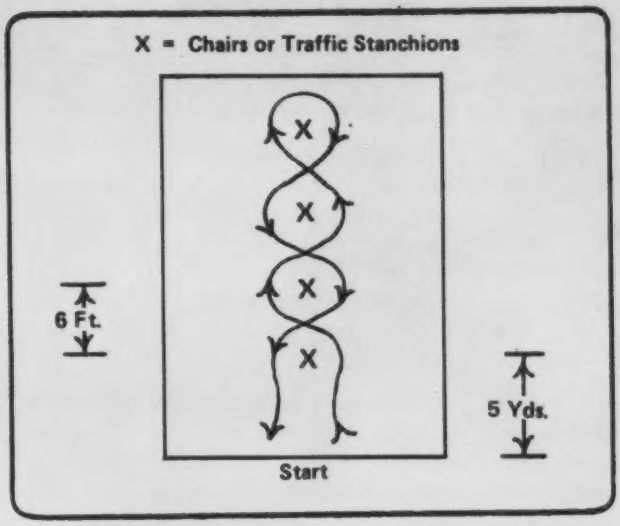


Fig. 4

6. **Forward and Backward Shuffle Run Test** *(See Fig. 5)*

Testing: Defensive agility and footwork speed.

Student starts at line "A" with both feet over the line. At the signal, pupil shuffles sideward (may not cross feet or turn sideward) until both feet are clearly over line "B." Student then returns to line "A." Student repeats this performance so that there is a total of four sideward shuffling movement. Without stopping, student shuffles forward past line "C," and then backward to line "A." This is done a total of four times. The score is the total time elapsed.

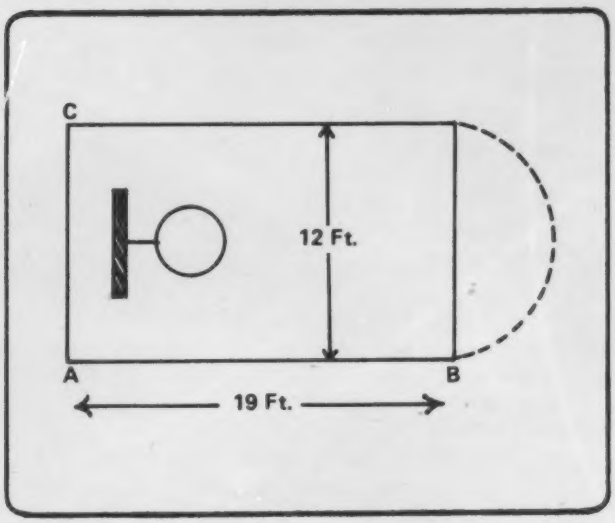


Fig. 5

7. **Sargent Jump Height Test**

Testing: Jump height ability; potential rebounding ability.

Student stands sideward to a wall, holding a one-inch piece of chalk. Student stretches up on his or her toes, as far as can be reached, maintaining contact with the floor, and makes a mark. At a signal, student jumps and makes a second mark against the wall. The difference between the two marks is the jump height.

8. **Physical Fitness Shuttle Run**

Testing: Stop-and-go speed; agility and ability to change directions.
(See description in test booklet of AAHPER Physical Fitness Test.)

9. **Foul and Set Shot Test** *(See Fig. 6)*

Testing: Accuracy of foul and set shooting.

a. *Foul Shot:* Student takes ten shots from the foul line.
Score is total number of successful shots.

b. *Set Shot:* Student takes two shots from each of the locations below.
Score is the total number of successful shots multiplied by 1.

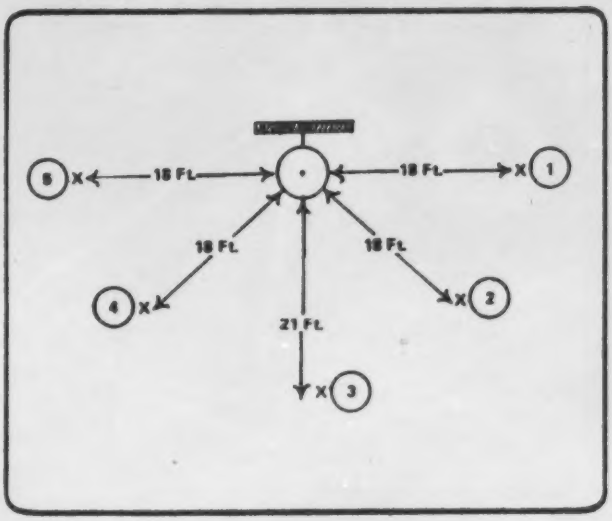


Fig. 6

FLAG AND TOUCH FOOTBALL

HISTORY

Football had its roots in England, where a combination of soccer and rugby was played in the Middle Ages. In 1869, an intercollegiate game, a version of football as we know it today, was played between Princeton and Rutgers Universities. The game has flourished since that time, second in popularity to baseball as a spectator sport.

However, it is touch football that has developed as a participant sport, in lieu of regulation football. This game provides vigorous training and fitness. Students learn the fundamental skills of football without the consequent hazards of "tackle" football. Touching or snatching a flag worn in the player's belt is substituted for tackling, to prevent injury in play. The game has all the elements of play to satisfy the adolescent urge for action and thrills, even though the strategies of tackling or leaving the feet when blocking are omitted.

GOAL SETTING

Use grade achievement standards and scope and sequence charts to establish unit goals. Pretest students and use data for ability grouping and as a base for recording skills improvement. Continue to set limited, achievable goals as students progress toward unit goals.

GRADE ACHIEVEMENT STANDARDS

Grade 8

Line position offensive and defensive stance
Two- and three-point stance
Stance for the center
Overhand pass; grip and follow through
Basic technique of receiving a pass, above and below the waist
Head fake to elude the defense in receiving the pass
Center-quarterback ball handling and exchange
Handoff by quarterback to backs
Straight-away runs
Shoulder and cross shoulder blocks
Rules related to blocking
Brush block
Kickoff formation
Formation for long punt
Defensive line play; end play
Defense for the linebacker
Positions of the backs
Basics for zone and man-for-man pass defense
Basic 5-3-3 formation
Basic offensive and defensive game strategy

Grade 10

Four-point line position stance

(Continued on page 58)

SCOPE AND SEQUENCE Touch or Flag Football

(Grade Placement of Skills)

GUIDE

B— Basic Skills
I— Intermediate Skills
A— Advanced Skills
O— Optional Skills
R— Review of Skills
X— Taught in all Grades

SKILLS Touch or Flag Football	JUNIOR HIGH SCHOOL			SENIOR HIGH SCHOOL		
	GR. 7	GR. 8	GR. 9	GR. 10	GR. 11	GR. 12
	15 Per	15 Per	Per	15 Per	15 Per	15 Per
LEAD UP ACTIVITIES AND DRILLS						
STANCE						
Line Positions — Offensive and Defensive		B		R	R	A
Two Point Stance		B		R	R	O
Three Point Stance		B		R	R	O
Four Point Stance				I	R	O
Center Stance, Three and Four Point		B		R	R	R
PASSING						
Overhand, Grip and Follow Through		B		R	R	R
Overhand with Rollout or Sprintout					A	R
Jump Pass					A	O
Underhand Shovel (Pitch Out)				I	R	R
Underhand, Shovel, One and Two Hand				I	R	R
Optional and Play Action, One and Two Hand					A	O
CATCHING THE PASS						
Basic Receiving Using Hands and Arms		B		R	R	R
Catch Below the Waist		B		R	R	R
Catch Above the Waist		B		R	R	R
PASS RECEIVER TECHNIQUES						
Head Fake		B		R	R	R
Head Fake With Pivot					A	O
Leg Fakes and Change of Direction				I	R	R
Double Head Fake				I	R	R
Change of Pace					A	O
Stop and Go				I	R	R

NOTE: Speedball or field hockey may be substituted for football.

SKILLS Touch or Flag Football	JUNIOR HIGH SCHOOL GR. 7	GR. 8	GR. 9	SENIOR HIGH SCHOOL GR. 10	GR. 11	GR. 12
	15 Per	15 Per	Per	15 Per	15 Per	15 Per
BALL CARRYING						
Center-Quarterback Exchange		B		R	R	R
Hands-Off to Backs		B		R	R	R
Switching Hands				I	R	R
Faking Handoffs				I	R	R
Straight-Away Runs		B		R	R	R
Switching Hands While Carrying Ball				I	R	R
Straight Arm (Safety Precautions)						A
Techniques in Following Blockers					A	R
Change of Direction, Reverse Field				I	R	R
Change of Pace					A	R
BLOCKING (SAFETY RULES)						
Shoulder — Straight		B		R	R	R
Cross Shoulder		B		R	R	R
Brush Block		B		R	R	R
Pass Block				I	R	R
OFFENSIVE PLAY						
Basic "T" Formation		B		R	R	R
Variations of "T"						
"I" and Slot Formation				I	R	R
Single Wing				I	R	R
Short Punt					A	O
Kickoff		B		R	R	R
Punt — Long		B		R	R	R
Quick Kick					A	O
Place Kick		B		R	R	R
Pro and Short Punt Formations					A	R
DEFENSIVE PLAY *(May be Basic, Int. or Adv. Depending Upon Skills)*						
Modified Formation When Fewer Players Are Used		B		R	R	R

SKILLS Touch or Flag Football	JUNIOR HIGH SCHOOL			SENIOR HIGH SCHOOL		
	GR. 7	GR. 8	GR. 9	GR. 10	GR. 11	GR. 12
	15 Per	15 Per	Per	15 Per	15 Per	15 Per
DEFENSIVE PLAY						
Line Play		B		I	A	O
End Play		B		I	A	O
Line Backer		B		I	A	O
Backs, Positions		B		I	A	O
Defensive Play Formations Modifications If Fewer Players Used		B		R	R	R
5-3-3 Formation		B		R	R	R
Other Defensive Formations such as 5-2-4 and 6-2-3 Slot Formations				I	A	O
Basics of Zone and Man-For-Man Defense		B		R	R	R
CULMINATING ACTIVITIES						
Games, Tournaments		X		X	X	X

Underhand shovel pass or pitchout
Leg fakes and change of direction in receiving pass
Switching hands in ball carrying
Faking handoffs
Pass block
Basics of "T" and slot formations
Intermediate skills in line play, end play, back play
Intermediate offensive and defensive game strategy

Grade 11

Overhand pass form rollout or sprintout
Jump pass and its use
Optional and play action pass using one and two hands
Head fake and pivot in evading defense in pass situations
Change of pace in evading defense in pass situations
Techniques in following blockers
Change of pace in eluding touchers
Short punt and advanced formations
Advanced defensive line play; end play; linebacker; backs
Advanced defensive formations
Advanced offensive and defensive game strategy

Grade 12

Optional advanced skills for players electing an advanced course

CLASS ORGANIZATION AND MANAGEMENT

Use squad formation to insure maximum student activity in the practice of skills, where possible.

Use indoor space, as well as outdoor space where available, for practice of passing, blocking, running, kicking against a wall.

Provide and use enough mats for certain indoor drills such as line play.

Improvise when possible.

Hang tires from climbing ropes for football accuracy passing.
Chalk concentric circles on mats as a target for football passing accuracy.
Use a low jumping bar or rope for low line charge.
Use a rolled-up rubber broad jump mat as a blocking dummy.
Mark out a football goal post on an available wall, using pressure-sensitive tape
Lay down rubber tires for footwork and agility drills for backs. Traffic cones can also be used to advantage.
Utilize mats for line play and blocking.
Use the golf driving cage (if available) for place-kicking practice.

INSTRUCTIONAL MATERIALS

Sufficient footballs for efficient squad and drill practice
Goal posts marked out on a wall with pressure-sensitive tape
Marked-out football field
For flag football, heavy cotton twill fabric about 18 inches long by three inches wide, to be worn by backs and ends, one on each hip
Several standing blocking dummies
Colored shirts to designate different teams ("Pinnies")
Whistles, timers, and watches
Standing blocking dummies and push-back pads
Down markers and yardsticks
First-aid kit

SAFETY

Have students adhere to basic rules involving no tackling or leaving the feet for blocking.

Teach students how to fall properly, without injury, as a basic skill for touch football.

Use the basic daily dozen exercises in the unit on body conditioning for general warmup.

Rigidly enforce the rules for personal fouls and clipping.

Use mats for activities involving possible falls.

Have the class walk through formations and drills, then have them run at half-speed.

Plan carefully for the placement of squads for practice to avoid the hazard of students running into each other.

Suggest ankle tapes for those with weak ankles.

Provide blocking pads when teaching blocking.

TEACHING SUGGESTIONS

Begin the preliminary units with passing and catching skills. Work up to line play and team strategy.

Plan two or three basic, simple plays using key formations to introduce game strategy.

EVALUATION

Oral or Written Testing

History of the game
Basic rules and scoring
Terminology
Safety
Officiating techniques
Selection and care of equipment
Strategies

Performance Testing Game Situation Drills

Skills Testing

1. **Distance Forward Pass** *(See Fig. 7)*

Allow three trials. Require the ball to be thrown from behind a restraining line to land between guidelines.
Record the best of three trials.
Use squad leaders to call distance to the nearest foot as the ball lands.

2. **Punt for Distance** *(See Fig. 7)*

Allow three trials. Require the ball to be kicked from behind a restraining line to land between guidelines fifty feet apart.
Record the best of three trials to the nearest foot.

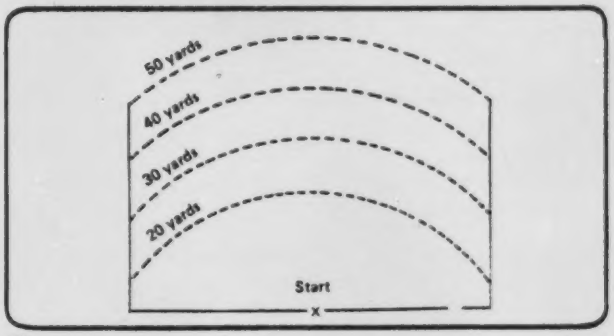


Fig. 7

3. **Pass For Accuracy** *(See Fig. 8)*

Paint concentric circles on a canvas or mat, with diameters of two, four, and six feet.
Student starts behind the restraining line ten yards (30 feet) from the target on the wall.
Record the total of three trials.
Five points is given for striking innermost circle, three for the next circle, and then one point.
Score is total points in three trials.

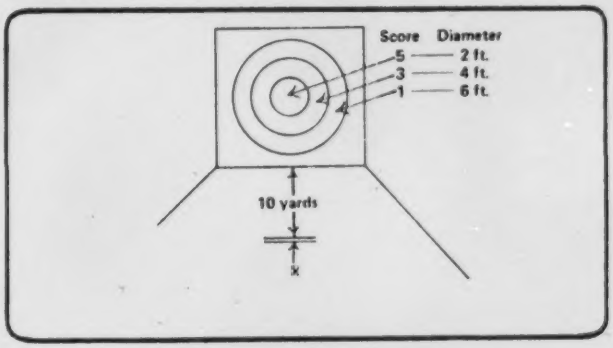


Fig. 8

4. **Dodging Speed Run** *(See Fig. 9)*

Four blocking dummies or traffic cones are placed 20 feet apart, and 20 feet from the starting line.
The student starts from behind the restraining line.
On signal from the timer, the student runs dodging around each obstacle, shifting the ball to the outside arm.
When student reaches the last obstacle, he or she reverses field and runs around the obstacles towards the finish line.
Elapsed time is recorded in the best of two trials.

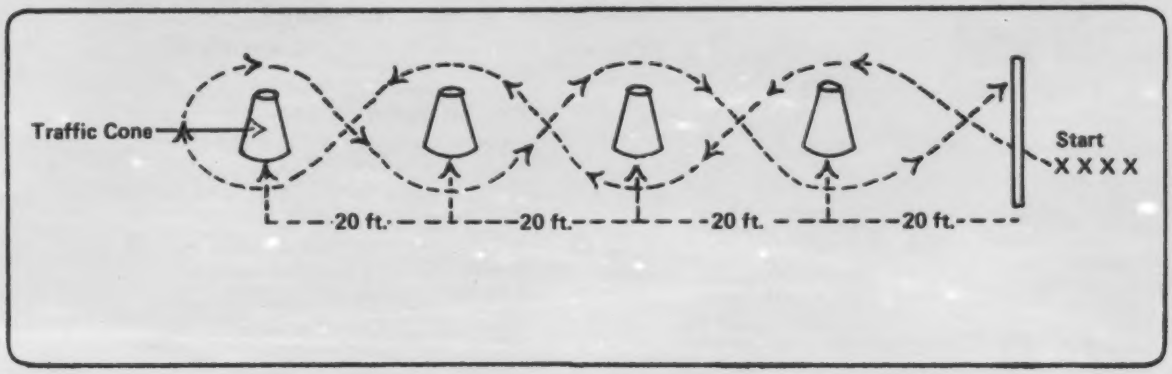


Fig. 9

5. **Agility Run** *(See Fig. 10)*

Four rubber tires are placed at distances of 6 feet apart.
At the signal, the student runs and then steps from one tire to the next.
After completing the forward run and stepping out of the last (fourth tire), student turns and reverses field back to the starting line.
Elapsed time is recorded in the best of two trials.

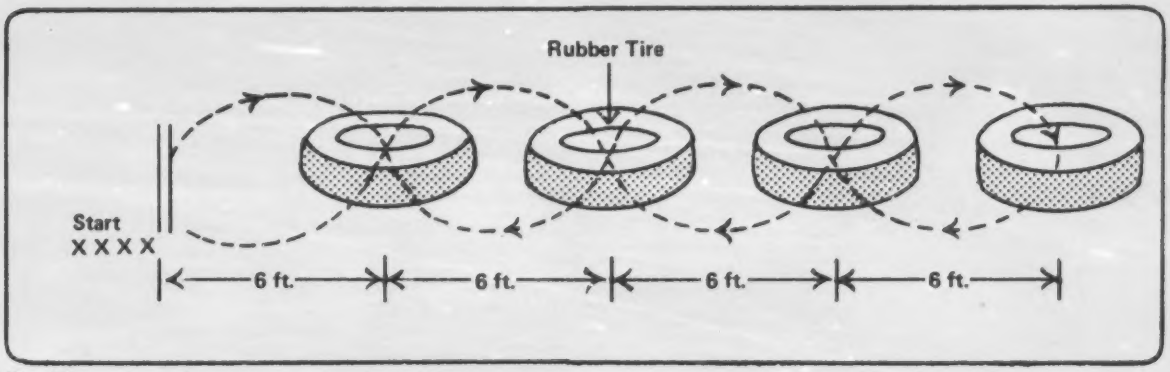


Fig. 10

FIELD HOCKEY

HISTORY

The modern game of field hockey began in England, where it developed from the crude, crooked-stick-and-ball games popular in Europe centuries before. Thanks to the efforts of a member of the British College of Physical Education, Constance M. K. Applebee, field hockey was brought to the United States in 1901. By 1920, it had become an established sport for women. In accordance with Title IX regulations, field hockey may be coeducational.

Mental acuity is as essential to the game as is the acquisition of such basic skills as dribbling, driving, the stick stop, the circular tackle, and the left-hand lunge. These skills are necessary for playing and enjoying the game.

It should be noted that in New York City, the New York Field Hockey Association conducts a field hockey program in Flushing Meadow Park. The program is offered to high school girls on weekends during the Fall hockey season.

GOAL SETTING

Use grade achievement standards and scope and sequence charts to establish unit goals. Pretest students and use data for ability grouping and as a base for recording skills improvement. Continue to set limited, achievable goals as students progress toward unit goals.

GRADE ACHIEVEMENT STANDARDS

Grade 7

Stick stop
Dribble, push pass and drive, push-in
Penalty stroke using push, scoop or flick
Straight forward tackle
Center bully

Positioning for basic offensive strategy
Forward line and circle play on offense, dodging on nonstick side

Marking and clearing on defense
Free-hit situations
Basic rules
Knowledge and skill tests and rules tests
Culminating activities

Grade 9

Scoop
Left-hand lunge
Circular tackle

(Continued on page 64)

SCOPE AND SEQUENCE Field Hockey

(Grade Placement of Skills)

GUIDE

B— Basic Skills
I— Intermediate Skills
A— Advanced Skills
O— Optional Skils
R— Review of Skills
X— Taught in all Grades

SKILLS Field Hockey	JUNIOR HIGH SCHOOL GR. 7 Per	GR. 8 15 Per	GR. 9 Per	SENIOR HIGH SCHOOL GR. 10 15 Per	GR. 11 15 Per	GR. 12 15 Per
LEAD UP ACTIVITIES AND DRILLS						
STROKES						
Dribble, Push Pass, Drive		B		B	R	R
Scoop				I	R	R
Flick					A	R
Reverse stick					A	R
Air dribble					O	O
PENALTY STROKE						
Push, Scoop, or Flick		B		B	R	R
STOPS						
Stick Stop		B		R	R	R
Hand Stop *(Only on Penalty Corner)*					O	O
TACKLES						
Straight Forward Tackle		B		B	R	R
Left Hand Lunge				I	R	R
Circular Tackle				I	R	R
BULLY						
Center Bully		B		B	R	R
PUSH-IN						
Push-In Situations		B		B	R	R
Push-In Plays				O	O	O
OFFENSIVE STRATEGY						
Positioning		B		R	R	R
Passing — Flat, Diagonal, Through		B		B	R	R
Backfield to Forward Line		B		B	R	R

	JUNIOR HIGH SCHOOL			SENIOR HIGH SCHOOL		
	GR. 7	GR. 8	GR. 9	GR. 10	GR. 11	GR. 12
SKILLS Field Hockey	Per	15 Per	Per	15 Per	15 Per	15 Per
Circle Play — Forwards Pushing		B		R	R	R
Circle Play — Halfbacks Shooting				I	R	R
Forward Line Play		B		B	R	R
Shooting		B		R	R	R
Penalty Corners				I	R	R
DODGING						
Non-Stick Side		B		B	R	R
Pull-to-Left (Staircase)				I	R	R
Reverse-Stick and Scoop				O	O	O
DEFENSIVE STRATEGY						
Marking and Clearing		B		B	R	R
Covering				I	R	R
Penalty Corner Marking					A	R
FREE HIT						
Free Hit Situations		B		B	R	R
Free Defense Hit into Circle				O	A	R
Defense Hit (16 yd. Hit)		B		B	R	R
RULES						
Advancing		B		R	R	R
Sticks		B		R	R	R
Dangerous Hitting		B		R	R	R
Using Wrong Side of Stick		B		R	R	R
Off-Sides				I	R	R
Obstruction				I	R	R
CULMINATING ACTIVITY						
Games		X		X	X	X
After-School Club Play		X		X	X	X
Class Team and Intramural Tournaments		X		X	X	X
Field Trip to Local Hockey Matches (Flushing Meadow Park)		X		X	X	X

Grade 10

Penalty corner
Circle play, halfbacks shooting
Defensive play, marking, clearing, covering
Rules: offside-offense
Knowledge and skill tests
Leadup and modified games, strategy of game
Games and tournaments

Grades 11 and 12

Flick and reverse stick
Penalty corner marking
Free hit into the circle
Rules: obstruction
Knowledge and skill tests
Leadup and modified games
Culminating activities in playing the game in competition

Note: While the scope and sequence charts indicate that field hockey may be introduced in the seventh grade, the sport may be introduced in other grades either as a required, a selective, or an optional activity.

CLASS ORGANIZATION AND MANAGEMENT

Organize squads in groups of five at the onset of the session. This would enable the forward line and defensive players to practice in individual groups. Team tactics should be practiced in groups of eleven.

Use the shuttle formation for practicing dribbling, dribbling and driving, and driving and stopping.

Have students work in pairs to practice such skills as the various dodges and lunges.

Use soft softballs, balls covered with rubber tape, or polyethylene balls and plastic sticks for safety and indoor practice and play.

Assign squads on homogeneity of ability.

INSTRUCTIONAL MATERIALS

Sufficient hockey sticks and hockey balls for efficient drill and practice in small groups
Shin guards
Goalkeeper equipment:
  canvas pads
  deep-cleated, box toes, padded instep leather shoes
Composition cork balls for practice
Official match hockey balls with cork and spring center, and stitched or seamed leather or plastic cover
Canvas hockey shoes with rubber cleats
Scorebooks, *AAHPER Field Hockey Guide Book*
Goal cage
Sets of marked "pinnies"

SAFETY

Have students wear wool socks because they absorb perspiration and act as a cushion in the shoe.

Have shin guards available and worn by students in practice sessions as well as in playing situations.

Have goalies wear the complete equipment.

Be certain students understand the seriousness of such infractions of the rules as committing sticks and dangerous hitting, and the penalties for such fouls.

Prevent careless handling of equipment.

TEACHING SUGGESTIONS

Encourage students interested in the sport plan to participate in the Sunday program offered by the New York Field Hockey Association.

Post wall charts available from: Gertrude Hooper, 369 Atlantic Avenue, Cohasset, Maine 02025.

Relate basic skills to each other in their game context.

Teach defense and place the various defensive players on the field. Explain the positions they are responsible for, as well as any offensive responsibilities they might have (as in the case of halfbacks).

Anticipate the common errors made, such as leaning over the stick when stopping the ball.

Have the class practice running while carrying the stick safely and correctly.

Allow time for skills instruction in goal keeping.

Stress wrapping the fingers around the stick and not pointing any of the fingers (particularly the right forefinger) down the stick.

Instruct the goalkeeper not to kick the ball directly toward the players, but instead toward either side.

Do not use cork balls for scrimmage because they chip easily and may injure players.

Discourage players from using advanced skills such as the hand stop, until they have acquired all basic skills.

Stress correct techniques of lunges so that players will not be tripped by the stick.

Prevent students from hitting the ball to another player unless that player is ready to receive it.

Instruct forwards not to use a wide backswing when shooting for goal in the striking circle.

EVALUATION

Oral or Written Testing

History of the game	Officiating techniques
Basic rules and scoring	Selection and care of equipment
Terminology	Strategies
Safety	

Performance Testing Game Situation Drills

Skills Testing

1. **The Dribble**

Dribbling around obstacles. Time skill using stopwatch. Ball is dribbled in figure eight. Objective—to achieve as smooth a performance as possible in a short period of time.

2. **The Drive**

Objective—best two completed drives out of three recommended for achieving a score.

3. **The Bully** *(See Fig. 11)*

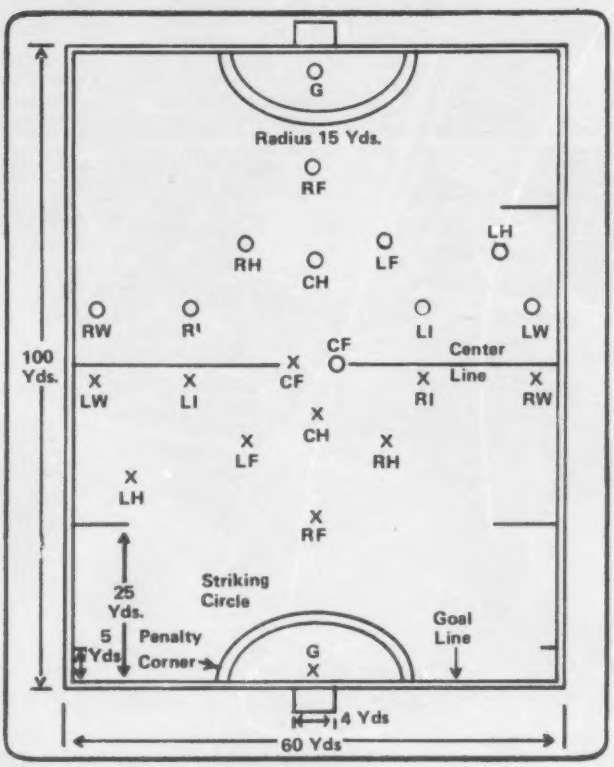


Fig. 11

Students should be able to complete each type of bully. Objective—out of five attempts, students should be able to control the ball for three shots.

Player lineup on hockey field for a center bully: C center, CF center forward, F fullback, G goalkeeper, H halfback, I inner, L left, R right, W wing.

4. **The Scoop** *(See Fig. 12)*

Use a rubber tire suspended by a rope from the overhead goal. Post the student situated at various positions in the striking circle, who should be able to complete two scoops out of three at each position.

The degree of difficulty increases as student moves away from the axis of the field, C being the easiest. Objective—position C—2 out of 3 tries; position B & D—2 out of 3 tries; position A & E—1 out of 2 tries.

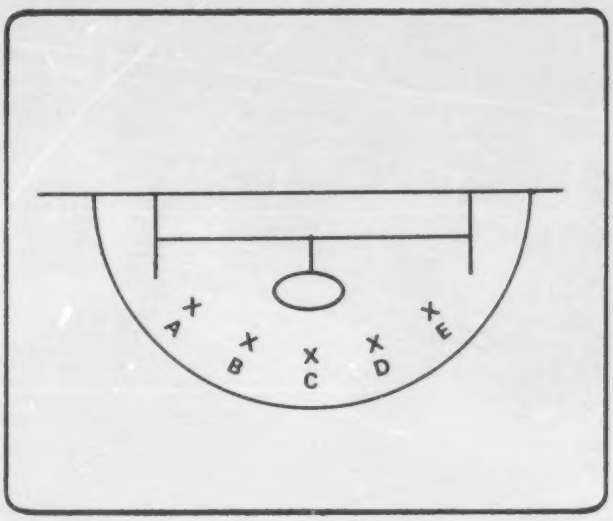


Fig. 12

5. **The Flick and Push Pass**

Use a small box, approximately 2′ x 3′. Objective—the student should be able to flick or push pass from different angles, similar to procedure followed in the scoop.

GYM HOCKEY

HISTORY

Gym hockey has become a fast growing sport in the city schools, as well as in community facilities. Interest in the sport has been generated by extensive television coverage of professional hockey, and because of the scarcity of ice hockey rinks in the city. It is a fast team sport, simulating the skills of ice hockey, that has broad appeal to young people.

Rules may be modified to involve many students. They can be flexible to conform to space limitations which exist in many schools. Gym hockey offers fun and excitement, fitness, and team competition. It is also an ideal lead-up game for those who are interested in ice hockey or its street variation, roller hockey.

GOAL SETTING

Use grade achievement standards and scope and sequence charts to establish unit goals. Pretest students and use data for ability grouping and as a base for recording skills improvement. Continue to set limited, achievable goals as students progress toward unit goals.

CLASS ORGANIZATION AND MANAGEMENT

Organize groups or teams of six students, in which their physical abilities, height, and weight are roughly equalized.

Assign a trained leader, with knowledge of the rules, to supervise two such teams.

Accommodate larger numbers by using frequent substitutions for the forward or back groups of players.

INSTRUCTIONAL MATERIALS

Portable hockey goals
Fiberglass or plastic hockey sticks
Goalie sticks
Safety pucks
Replacement blades
Hockey rules manuals
Goalie safety pads
Gloves
Pressure-sensitive tape
Benches or other devices to enclose the playing area
Bulletin boards
Posters with rules
Eyeglass guards
Rubber electrician's tape

(Continued on page 69)

SCOPE AND SEQUENCE Gym Hockey

(Grade Placement of Skills)

GUIDE

B — Basic Skills
I — Intermediate Skills
A — Advanced Skills
O — Optional Skills
R — Review of Skills
X — Taught in all Grades

SKILLS Gym Hockey	JUNIOR HIGH SCHOOL			SENIOR HIGH SCHOOL		
	GR. 7	GR. 8	Gr. 9	GR. 10	GR. 11	GR. 12
	Per	Per	15 Per	15 Per	Per	Per
LEAD UP ACTIVITIES AND DRILLS						
STICK HANDLING						
Grip and Stance			B	R		
Dribbling with Puck or Ball			B	R		
The Drive						
Right Drive			B	R		
Left Drive			B	R		
Goal			B	R		
Push Pass			B	R		
FIELDING			B	R		
TACKLING — FRONT APPROACH ONLY			B	R		
GAME PLAY — POSITIONS						
Goalkeeper			B	R		
Center — Offensive Player			B	R		
Forwards — Offensive Players			B	R		
Guards — Defensive Players			B	R		
BASIC RULES, FOULS, AND PENALTIES						
Roughing Fouls			B	B		
Bench Penalties			B	B		
Misconduct			B	B		
Running Fouls			B	B		
CULMINATING ACTIVITIES						
Games, Tournaments			X	X		

NOTE: Gym hockey may be substituted for such team sports as touch football, field hockey, or speedball.

SAFETY

Use only approved hockey sticks made of plastic or of fiberglass.

Teach safety regulations such as no butting, slashing or elbowing; no tripping or hooking.

Check all equipment before play to make certain that the equipment is usable.

Do not allow tampering with or change of the configuration of the hockey sticks.

Never permit the stick to be carried or swung from above the waist.

Make certain the players are properly attired before play begins. Enforce all rules. Penalize rough play by exclusion from the activity.

TEACHING SUGGESTIONS

Teach fundamental rules. Demonstrate infractions of these rules so that students know what they are.

Emphasize puck control and accuracy in shooting.

Plan dribbling and passing exercises.

Plan rebound exercises against an available wall.

Teach and enforce four basic rules:

Play the puck.
The stick must be carried below the waist at all times.
Body checking is forbidden.
Players should anticipate the movement of the puck, so that contact is kept at a minimum.

Note: Zone hockey is a modification of gym hockey, involving more players. It is ideal for large classes. In zone hockey, each group of players remains in preset zones which they are not allowed to leave. Players are rotated in each zone so that each player may have experience either on offense or defense.

EVALUATION

Oral or Written Testing

History of the game
Basic rules and scoring
Terminology
Safety
Officiating technique
Selection and care of equipment
Strategies

Performance Testing Game Situation Drills

Skills Testing

Students should be able to:

Handle the stick properly.
Dribble with some degree of facility.
Shoot for the goal with reasonable accuracy.
Play the game as a team.
Pass the puck with reasonable accuracy and skill.

SOCCER

HISTORY

Soccer is one of the most popular and widely-played games in the world. In recent years it has found a growing acceptance in this country. It combines continuous, skillful action, body control, and team play. One famous saying has it that "The sun never sets on a soccer game."

The foreign-born who have grown up with a soccer ball use their love of the game to assimilate into the team sports program of the modern high school. The game represents a unique challenge to the American-born student because it offers action, some body contact, team play of a highly skilled nature, and competition.

Soccer provides for varying types of body build in the playing of the game. The small, agile student can play on the same team as the tall, powerful student and contribute just as readily to the success of the team. The game demands skillful team play and develops an interdependence of all team members for the successful completion of plays.

Soccer has become increasingly popular as a sport for boys and girls. The skills in soccer can be used in developing proficiency in speedball. The game combines team skills along with some body contact; however, body contact is less severe than that found in touch football.

GOAL SETTING

Use grade achievement standards and scope and sequence charts to establish unit goals. Pretest students and use data for ability grouping and as a base for recording skills improvement. Continue to set limited, achievable goals as students progress toward unit goals.

GRADE ACHIEVEMENT STANDARDS

Grade 7

Dribbling with inside and outside of foot
Forward head
Throw-in with both feet together and with one foot advanced
Basic stance of tackle, and tackle using one leg
Kicking with inside of the foot straight and sidewards
Short push-pass
Wedge trap with the sole of the foot
Chest, abdomen and body trap
Basic stance and catching ball as goalkeeper
Basic offensive "W" formation
Basic rules related to basic skills taught, such as throw-in, corner kick
Positions and position play of different members of the team

(Continued on page 75)

SCOPE AND SEQUENCE Soccer
(Grade Placement of Skills)

GUIDE

B — Basic Skills
I — Intermediate Skills
A — Advanced Skills
O — Optional Skills
R — Review of Skills
X — Taught in all Grades

SKILLS Soccer	JUNIOR HIGH SCHOOL			SENIOR HIGH SCHOOL		
	GR. 7	GR. 8	GR. 9	GR. 10	GR. 11	GR. 12
	15 Per	Per	15 Per	15 Per	Per	15 Per
LEAD UP ACTIVITIES AND DRILLS						
DRIBBLING						
Inside of the Foot	B		B	R		R
Outside of the Foot	B		B	R		R
Toe Chop with Backspin				A		R
Sole of the Foot, Stop-and-Go						A
Sole of the Foot, Reverse and Pivot						A
Stepover with Change of Direction						A
HEADING						
Forward Head	B		R	R		R
Sidewards, Right and Leff			I	R		R
Backwards				O		O
Jump and Head				A		R
THROW IN						
With Feet Together	B		R	R		R
One Foot Advanced	B		R	R		R
Running				A		R
Rules	B		R	R		R
TACKLING, CHARGING, BLOCKING						
Basic Stance for Tackle	B		R	R		R
Basic One-Leg Tackle	B		B	B		B
Two-Leg Tackle			I	R		R
Sole of the Foot				A		R
Charging			I	R		R
Blocking			I	R		R

SKILLS Soccer	JUNIOR HIGH SCHOOL			SENIOR HIGH SCHOOL		
	GR. 7	GR. 8	GR. 9	GR. 10	GR. 11	GR. 12
	15 Per	Per	15 Per	15 Per	Per	15 Per
FEINTING						
Body Feints				A		R
Foot Feints			I	R		R
KICKING						
Inside of the Foot, Straight	B		R	R		R
Inside of the Foot, Sidewards	B		R	R		R
Outside of the Foot			I	R		R
Short Push Pass, Inside of Foot	B		R	R		R
Flick or Jab, Short Pass; Outside Foot			I	R		R
Short Pass, Heel Kick			I	R		R
Volley				A		R
Half-Volley				A		R
Short Pass, Sole of the Foot			I	R		R
Short Pass, Toe Left and Right				A		R
Short Lob Pass, Side of the Foot				A		R
Toe Kick for Fullback or Goal			I	R		R
Knee Kick				A		R
Back Overhead						A
Pivot, Instep						A
TRAPPING						
Wedge, Sole of the Foot	B		R	R		R
Inside of the Foot			I	R		R
Outside of the Foot			I	R		R
Inside the Thigh				A		R
Chest, Abdomen, and Body	B		R	R		R
Double Knee, Shin				A		R
Side Leg						A
Head						O

SKILLS Soccer	JUNIOR HIGH SCHOOL GR. 7 15 Per	GR. 8 Per	GR. 9 15 Per	SENIOR HIGH SCHOOL GR. 10 15 Per	GR. 11 Per	GR. 12 15 Per
GOAL KEEPING						
Basic Stance of Goalkeeper	B		R	R		R
Position Play			I	R		R
Catching a Kicked Ball	B		R	R		R
Punt After Catch			I	R		R
Drop Kick				A		R
Punching Ball				A		R
Throw Out			I	R		R
Tipping Ball Over Goal				A		R
Dodging, Diving				A		R
Roll Out				A		R
GAME SITUATIONS						
Start of Game	B		R	R		R
Corner Kick; Rules	B		R	R		R
Corner Kick; Techniques				A		R
Goal Kick			I	R		R
Drop Ball			I	R		R
Basic Lineups and Maneuvers						
Offense — W Formation	B		R	R		R
Offense — M Formation				A		R
Offense — Spearhead Formation						A
Defensive — Three Back			I	R		R
Eight Player Lineup						A
CULMINATING ACTIVITIES						
Games, Intramurals, Tournaments	X		X	X		X

S1

Grade 9

Heading the ball sidewards
Two-leg tackle
Blocking an opponent
Simple foot feints
Kicking with outside of the foot
Flick or jab short pass, short pass with sole of foot
Heel kick
Toe kick for fullback
Trapping using inside of foot and outside of foot
Punt by goalie after catch, goalie position play
Throw-out by goalie
Techniques of the goal kick and drop ball play
Rules associated with intermediate skills, goalie play

Grade 10

Toe chop dribble with backspin
Jump and head
Tackling with the sole of the foot
Body feints
Volley and half-volley kicks
Short pass and short lob pass using toe, left and right side of foot
Knee kick
Trapping with the inside of the thigh
Double knee or shin trap
Drop kick by goalie
Tipping ball over net by goalie
Dodging and diving by goalie
The goalie roll out
"M" formation offense
Position play

Grade 12

Dribbling with sole of foot, stop-and-go dribble
Stepover with change of direction in dribbling
Kick back overhead
Pivot and instep kick
Side leg trap
Spearhead offense
Eight-player-lineup offense
Advanced positions

CLASS ORGANIZATION AND MANAGEMENT

Use squad or spot formations or semicircle for mass class formations; also for efficient instruction and demonstrations of soccer skills from the platform.

Break the class up into small teachable units, in squads of not more than eleven students.

Use circle formations for such squad activities as heading and short passing.

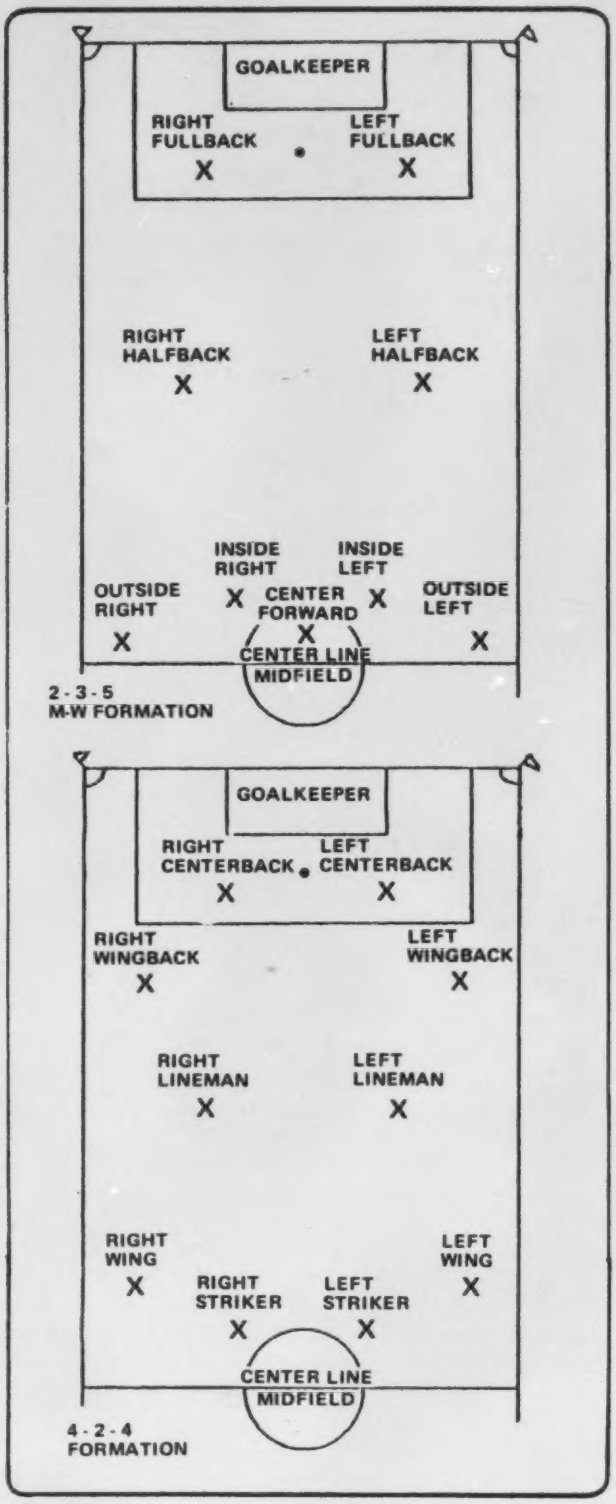


Fig. 13, 14

Use the hollow-square formation for practice involved in goal-tending skills.

Mark off a line at the height of eight feet on the wall with pressure-sensitive tape, to show the top of the goal.

Use shuttle formation for the practice of such skills as dribbling, dribbling and pass, and short pass kicks.

Use soccer balls that are slightly deflated to reduce hazards of being hit by a flying ball when playing indoors. Volleyballs may also be used.

Reduce the danger of rebounding balls. When students are practicing long kicking indoors, use a target with mats hung against the walls.

Use squad wall and squad target formations in planning such kicking activities as a penalty kick, free kick, fullback kick, and the like.

Post specific squad assignments at the start of the period so that students know exactly where they are to go and what they are to do following the lesson.

Organize the class in small groups or groups of eleven, to provide maximum student practice of skills.

Note: See *Figures 13, 14, 15, and 16* for basic soccer team formations. View from goal line to center line midfield.

INSTRUCTIONAL MATERIALS

Sufficient soccer balls to insure full participation
Pressure-sensitive tape for floor and wall markings
Traffic cones or Indian clubs for obstacle dribbling
Films and filmstrips from such sources as the NCAA Visual Aids Committee, Ohio State University Sportshelf
Magnetic boards to illustrate formations and position play
Books, booklets, and professional publications such as the Soccer Journal of the NSCAA
A marked-out official soccer field, if outdoor athletic field is available
Indoor modified soccer goal nets (portable)
Official rules and laws of the game. It is necessary for the teacher to be aware of the differing rules among those who play the International Rules, the New York State High School Federation Rules, the Laws of the United States Soccer Football Association, and the rules used by the local amateur leagues
Achievement tests, standards, and results as a basis for student self-evaluation and motivation
Charts and diagrams describing and illustrating individ-

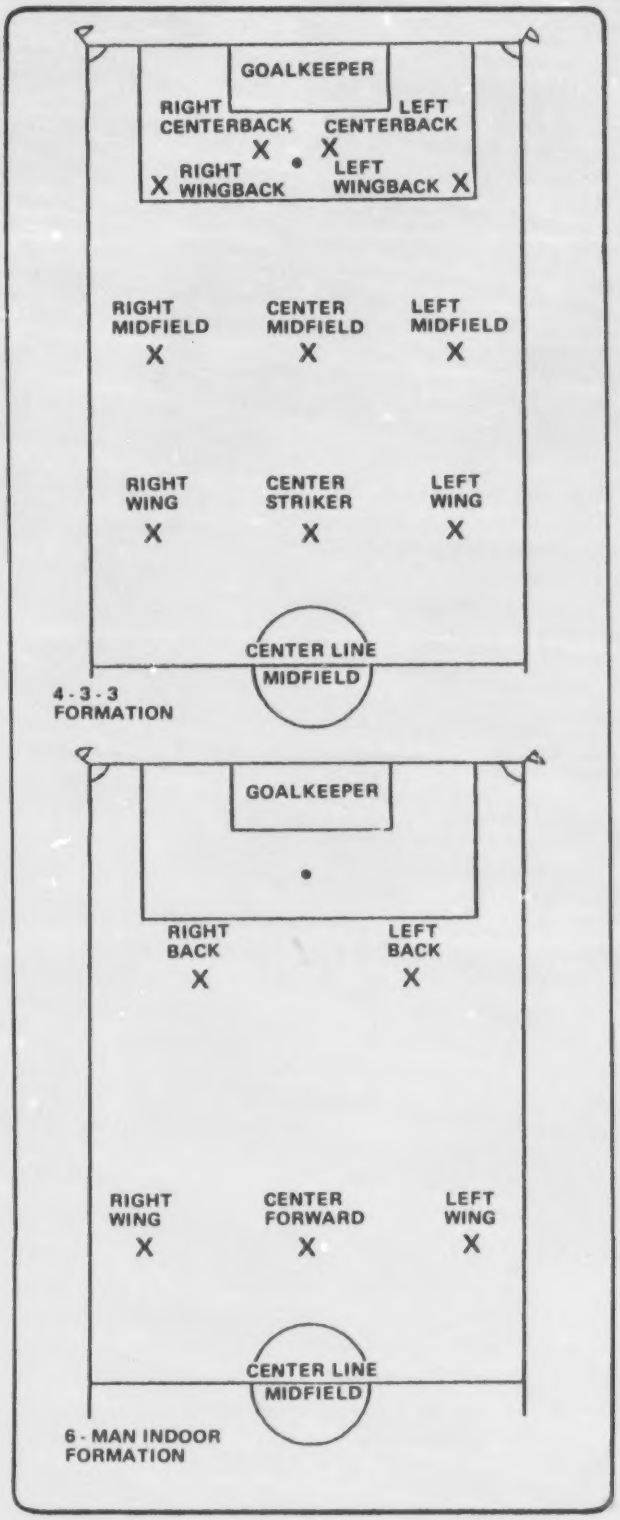


Fig. 15, 16

ual and team skills
Intramural team standings and interscholastic league schedules and standing

SAFETY

Wear shin guards, if desirable, and rubber-soled shoes.

Teach the basic instep kick to avoid sprained toes caused by improper toe-kicking.

Use deflated volleyballs indoors.

Stress the avoidance of such dangerous practices as highkicking, charging the goalie, attempting to head a low bouncing ball, and rough personal play. Enforce rules on rough play rigidly.

Present preliminary lesson on the mats, teaching how to fall without injury.

TEACHING SUGGESTIONS

Stress that soccer is a universal game, a truly international sport.

Modify rules for beginner's classes to develop confidence before game is played with bodily contact.

Relate soccer skills to the playing of speedball.

Observe and note learning difficulties. Revise lessons in accordance with these observations.

Use a variety of approaches, drills, games, and relays as they apply to soccer skills.

Use analysis, explanation, demonstration, practice, criticism, correction, and cues in teaching soccer skills.

Have the game played, even in a rudimentary form, to emphasize the need for further skill practice and to enhance learning enjoyment.

EVALUATION

Oral or Written Testing

History of the game
Basic rules and scoring
Terminology
Safety
Officiating techniques
Selection and care of equipment
Strategies

Performance Testing Game Situation Drills *(See Fig. 17)*

Skills Testing

All scores on these tables indicate minimum passing marks. All scores are computed by adding scores of three trials. Exception: dribbling score based on best of two time trials. For higher marking standards, use scores one grade and two grades above grade being tested.

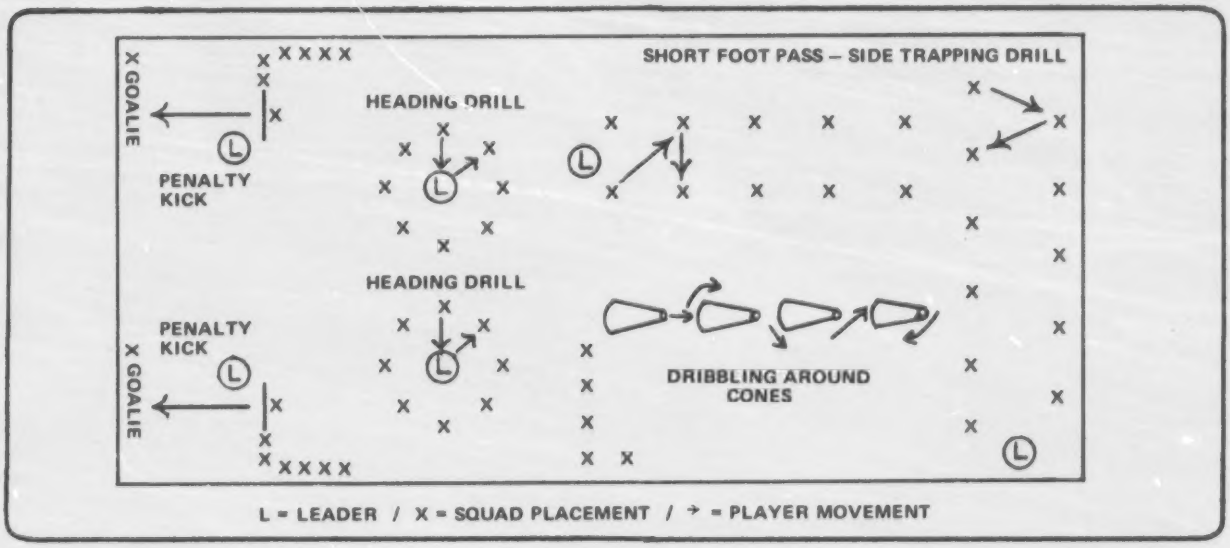


Fig. 17

Teach concept of the whole game as it will be played, before emphasizing game elements and skills.

Pay special attention to continuing motivation, since many players may be unfamiliar with the game.

1. **Kicking, Passing** *(See Fig. 18)*

Wall Target: Gym wall or handball court; Chalk or tape markings; Leader (L) rolls ball for kick or pass test; Leader tosses ball for heading test.

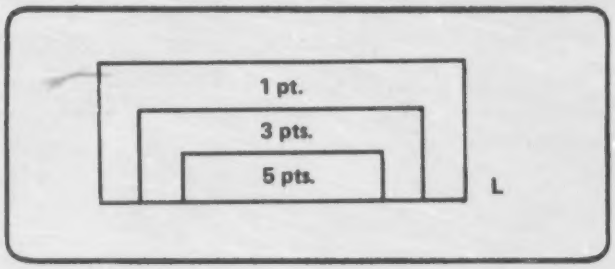


Fig. 18

Grade Score Table

GRADE	KICKING	PASSING	TARGET AREAS
7	5	7	2′ x 6′
9	7	9	4′ x 8′
10	8	10	6′ x 10′
			Target Dist.
12	9	11	15′

2. **Heading** *(See Fig. 19)*

Field or Floor Circle: Chalk or tape markings. Leader (L) tosses ball for test.

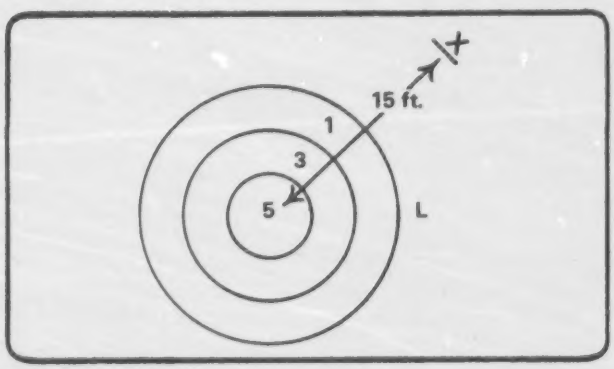


Fig. 19

Grade Score Table

GRADE	HEADING	TARGET CIRCLES
7	8	4′-8′-12′ diameter
9	10	15′ to circle center
10	11	
12	12	

3. **Trapping** *(See Fig. 20)*

Field or Floor Circle: Leader (L) rolls, bounces, or tosses (depending on trap being tested) to student who stands in the center of the circle. Score according to circle where ball is controlled.

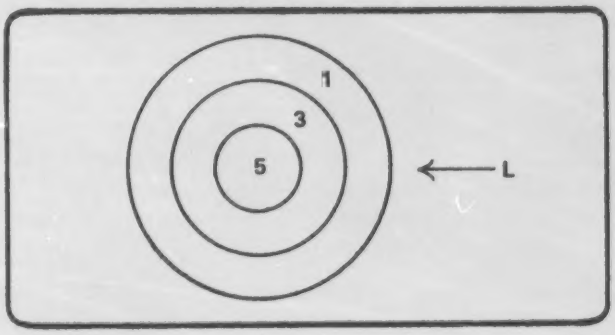


Fig. 20

Grade Score Table

GRADE	WEDGE	THIGH	CHEST	TARGET CIRCLES
7	7	5	6	4′-8′-12′ diam.
9	9	7	8	
10	10	8	9	TARGET DISTANCE
12	11	9	10	15′ to circle center

4. **Dribbling** *(See Fig. 21)*

Field of Floor Obstacles: Distance start to first obstacle-15′; distance between obstacles-15′; four obstacles used; scoring based on elapsed time: best of 2 time trials.

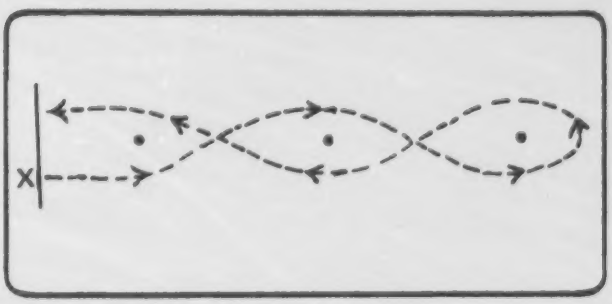


Fig. 21

Grade Score Table

GRADE	TIME IN SECONDS
7	28
9	24
10	22
12	20

SPEEDBALL

Speedball is a unique combination of soccer, basketball, and football. The different skills are combined to form an interesting and exciting team sport. In some schools the game is used as a lead-up game for soccer. Some of the scoring and defense moves are akin to touch football.

The game was developed in 1922 by Elmer D. Mitchel, at the University of Michigan, in an attempt to include both aerial and ground play and to incorporate the skills used in several team sports. The first girls' rules committee was organized in 1933, and a set of rules was established the following year. The game may be played on a football or soccer field, and little equipment is needed except for such safety devices as shin guards. Speedball has grown in popularity as a team sport and as a competitive event.

Speedball appeals to players of differing abilities and backgrounds. It is a vigorous game with concentrated action, since all members of the team are both attackers and defenders.

GOAL SETTING

Use grade achievement standards and scope and sequence charts to establish unit goals. Pretest students and use data for ability grouping and as a base for recording skills improvement. Continue to set limited, achievable goals as students progress toward unit goals.

GRADE ACHIEVEMENT STANDARDS

Grade 8

Speedball Skills
Pickup — using two feet
Pickup — stationary ball
Basic defense — guarding a player

Soccer Skills
Dribbling with inside of foot
Basic instep kick
Outside of foot; kick
Foot trap using sole of foot

Basketball Skills
Chest pass
Underhand pass
Catching the pass

Football Skills
Guarding

Position Play
Play for each position

Rules and Scoring

(Continued on page 82)

SCOPE AND SEQUENCE Speedball
(Grade Placement of Skills)

GUIDE

B — Basic Skills
I — Intermediate Skills
A — Advanced Skills
O — Optional Skills
R — Review of Skills
X — Taught in all Grades

	JUNIOR HIGH SCHOOL			SENIOR HIGH SCHOOL		
	GR. 7	GR. 8	GR. 9	GR. 10	GR. 11	GR. 12
SKILLS Speedball	Per	15 Per	Per	15 Per	Per	15 Per
LEAD UP AND MODIFIED GAMES		X		X		X
SPEEDBALL SKILLS						
Pick Up — Two Feet		B		R		R
Pick Up — One Foot on Stationary Ball		B		R		R
Pick Up — One Foot on Moving Ball				I		R
Lifting Ball to Teammate				I		R
Overhead Juggle				I		
Guarding — Basic Defense		B		R		R
Snap Kick — To Self						A
Shoot for Goal				I		R
Place Kick				I		R
SOCCER SKILLS						
Dribbling, Sole of the Foot				I		
Dribbling, Inside of Foot		B		R		R
Basic Instep Kick		B		R		R
Outside of Foot Dribble				I		R
Outside of Foot Kick		B		R		R
Foot Trap, Sole of Foot		B		R		R
Shin Trap, One or Two Legs						A
Body Trap		B		R		R
High Pass, Inside of Foot				I		R
High Pass, Outside ofFoot						A
Punt				I		R
Half Volley						A

SKILLS Speedball	JUNIOR HIGH SCHOOL			SENIOR HIGH SCHOOL		
	GR. 7	GR. 8	GR. 9	GR. 10	GR. 11	GR. 12
	Per	15 Per	Per	15 Per	Per	15 Per
BASKETBALL SKILLS						
Chest Pass		B		R		R
Underhand Pass		B		R		R
Overarm Pass				I		R
Hook Pass						A
Two Hand Cross Chest Pass				I		R
The Juggle				I		R
Catching the Ball		B		R		R
FOOTBALL SKILLS						
Drop Kick				I		R
Tackling				I		R
Guarding		B		R		R
Zone Defense				I		R
POSITION PLAY						
Goalkeeper Play		B		I		R
Fullbacks		B		B		R
Halfbacks		B		R		R
Forwards		B		R		R
Evading an Opponent				I		R
Air ..Dribble						A
Interchange and Cover						A
OFFENSIVE PLAY						
Shifting the Diagonal						A
"V" or Spearhead Formation		B		R		R
Variations of Formations						A
CULMINATING ACTIVITIES						
Games, Tournaments		X		X		X

Grade 10

Speedball Skills
Pickup; one foot on moving ball
Lifting ball to teammate
Overhead juggle
Shoot for goal
Place kick

Soccer Skills
Dribbling; sole of foot
Outside of foot dribble
Punt

Basketball Skills
Overarm pass
Two-hand cross chest pass
The juggle

Football Skills
Drop kick
Tackling

Position Play
Evading an opponent

Review of Rules and Scoring

Grade 12

Snap kick to self
Shin trap; one or two legs
Outside of foot; high pass
Half volley
Cross chest pass
Air dribble
Interchange and cover
Shifting diagonal play
Variations; offensive formations

CLASS ORGANIZATION AND MANAGEMENT

(See Figs. 22, 23)

Give demonstrations, explanations, and analysis of skills with students in hollow square, semicircle, or standard floor formations.

Organize squads or files in groups of eleven members, to facilitate game practice.

Use parallel line formation with players facing inward toward each other, to practice such skills as lifting the ball to a teammate, soccer traps and passes, heading, and basketball passes. The shuttle formation can also be used for the practice of these skills.

Mark off walls with pressure-sensitive tape at a height of eight feet, six yards wide, to simulate a goal area.

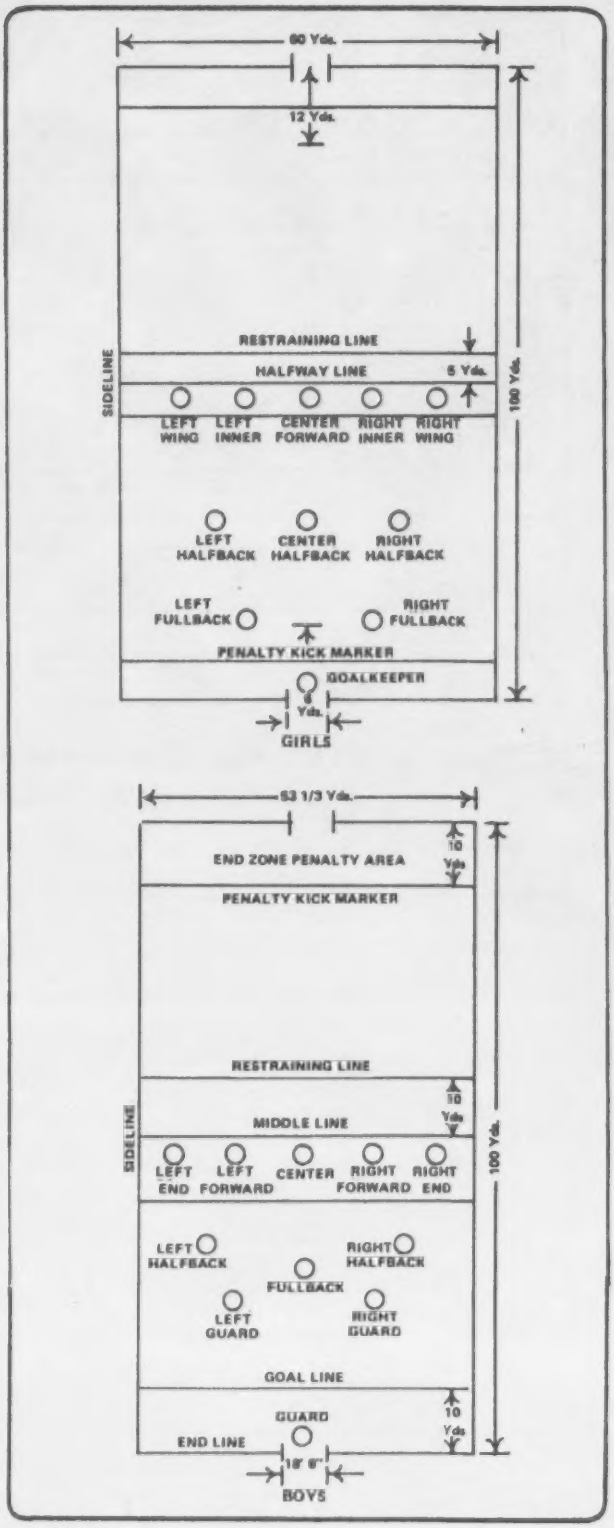


Fig. 22, 23

String a rope across the width of the gym at a height of eight feet for practicing the punt and drop kick.

Emphasize basic soccer skills through drill practice.

Have groups practice skills in either line or circle formation.

Break the class into small groups for greater safety. When they are ready to play the game, organize the class into equal teams.

Where space is limited, organize the class into four teams and break up the football or soccer field into two areas of play, using the width of the field.

Modify indoor play, using eight-player teams.

INSTRUCTIONAL MATERIALS

Soccer ball (Volleyballs may be used indoors.)
Shin guards
Sneakers (Leather shoes may be used for advanced players.)
Distinguishing shirts for goal keepers
Pinnies used to distinguish different teams
Rubber corner flags
Cones for use in drills
Eye guards and mouthpieces worn for safety
Pressure-sensitive tapes for floor and wall markings
Magnetic board, chalkboard, and bulletin board
Whistles, timers, rules book, and score books

SAFETY

Insist shoes fit properly and are securely laced to prevent ankle injury.

Review the techniques of catching a ball. Make sure fingers are outstretched in order to avoid finger sprains.

Stress dangers of high kick, charging, use of hands illegally, heading a low bouncing ball, and rough personal play.

Provide all students with shin guards.

Check that the goalkeeper wears eye guards.

Direct players never to aim or kick hard at another player, even if he or she is only a short distance away.

Teach the players to head those balls which are above chest level and jump to meet the ball at the hairline or side of the head.

Instruct students to aim carefully at the ball and not at the player, when tackling.

TEACHING SUGGESTIONS

Review basic skills used in speedball, which have been taught in soccer and basketball. Such skills involve trapping, dribbling, heading, and kicking as in soccer; from basketball, catching and passing as well as dribbling.

Practice skills in a variety of ways by using different formations, speeds, obstacles, and lead-up games.

Progress from less to more active skills; from simple, learned skills to more complex skills, formations, and plays.

Emphasize the use of the feet in playing the game, since most students will be more adept with their hands.

EVALUATION

Oral or Written Testing

History of the game
Basic rules and scoring
Terminology
Safety
Officiating techniques
Selection and care of equipment
Strategies

Performance Testing Game Situation Drills

The player is judged on the following criteria while playing the game:

Does the player have good ball control when dribbling the ball with speed and alertness; passing when the situation warrants it?

Does the player pass aerially with accuracy, and pass well to either side?

Is the player able to receive both aerial and ground passes with ball control and without breaking stride?

Can the player catch a ball on the run without traveling?

Can the player shift quickly from offense to defense when the ball goes to the other team?

Can the player successfully execute the lift to self or to another player?

Can the player successfully execute a punt or a drop kick?

Can the player trap the ball skillfully and come up quickly after trapping it?

Does the player successfully juggle the ball and do so at the right time?

Does the player position self well?

Skills Testing

1. **Dribble Speed Test** *(See Fig. 24)*

Testing: Speed and accuracy in dribbling

The player starts with the ball at the starting line and dribbles with the feet in and around five traffic stanchions placed as obstacles. If control of the ball is lost, the player gets the ball, then continues at the point where the ball was lost.

Points		Points	
10	Below 8 seconds	6	Below 8.7-8.8 seconds
9	8.0-8.1 seconds	5	8.9-9.0
8	8.2-8.4	4	9.1-9.2
7	8.5-8.6	0	Above 9.2 seconds

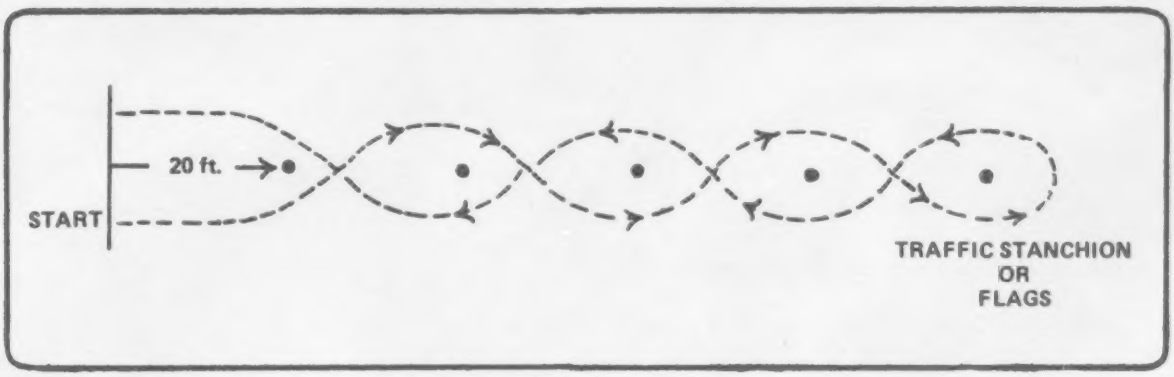


Fig. 24

2. **Dribble and Pass Test** *(See Fig. 25)*

Testing: Speed, accuracy, and ball control

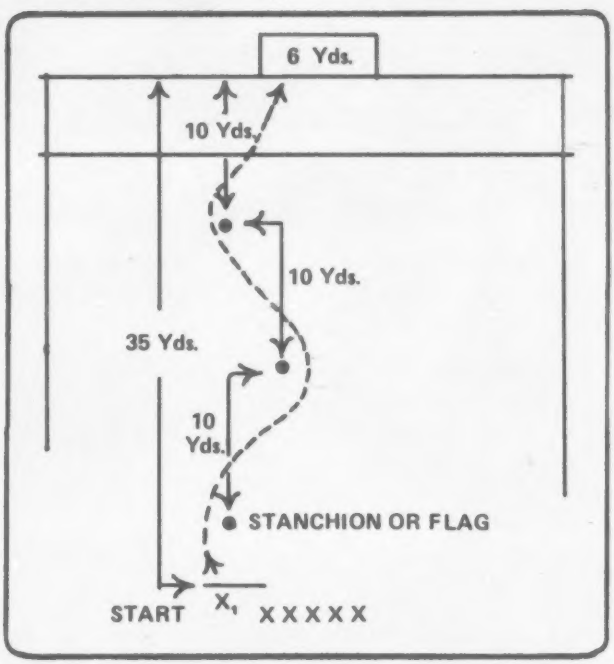


Fig. 25

The player starts at the starting line directly behind the first obstacle. On the signal, the player starts dribbling the ball outside the first obstacle, inside the second obstacle, and outside the third obstacle.

Just as the player passes the third obstacle, the player passes the ball (using the foot) so that it goes between the goal posts, then retrieves the pass and moves back with the ball across the starting line.

The time elapsed represents the score.

Standard times are to be developed.

3. **Speed Toss** *(See Fig. 26)*

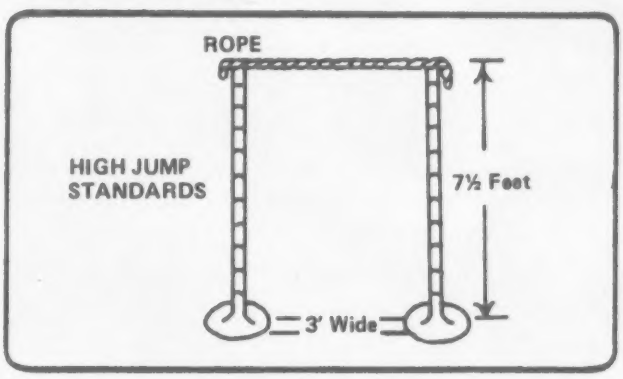


Fig. 26

Testing: Speed, body control, and accuracy of throw

The player starts back of the rope with a speedball. The player tosses the ball over the rope, steps across the line, and retrieves the toss.
The player repeats this action for 30 seconds. If the ball is not caught, the player makes a legal self-kick as rapidly as possible, and continues. The kick-up counts as one catch.

The score is the number of catches in 30 seconds.

Results are to be standardized.

4. **Kick-Up To Self** *(See Fig. 27)*

Testing: Ability to make kick-up to self

The player stands behind the restraining line, facing the wall. On the signal, the player passes the ball against the wall with the foot, controlling it on the rebound by executing a one-foot or two-foot kick-up.

After the kick-up, the player quickly places the ball behind the restraining line and executes the movement again.

If the ball does not rebound to or beyond the restraining line, the player may cross the line and recover the ball with the hands, but the player must return to the restraining line before the next pass.

The score is the number of kick-ups in 30 seconds.

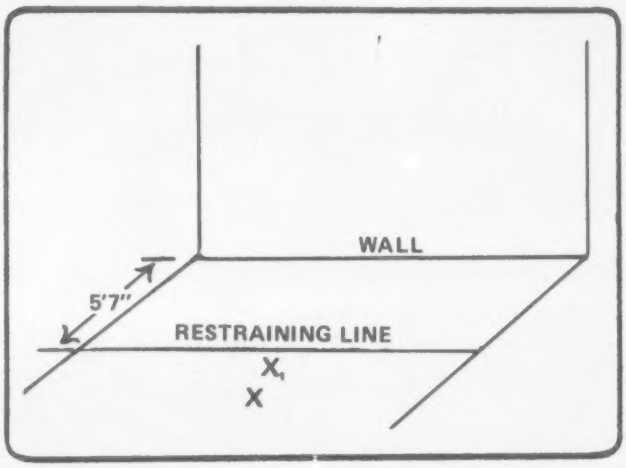


Fig. 27

5. **Foot Pass To Wall** *(See Fig. 28)*

The ball is placed on the floor in area "A." At the signal, the ball is passed diagonally with the foot against the wall, so that it rebounds in a forward direction toward area "B." The player crosses the neutral area to "B" to gain control of the ball, with either one or both feet, and again passes the ball to the wall towards "A."

The player continues back and forth across the neutral area. One point is scored each time the ball hits the wall, when started behind the restraining line and outside the neutral area. Allow a 30-second trial.

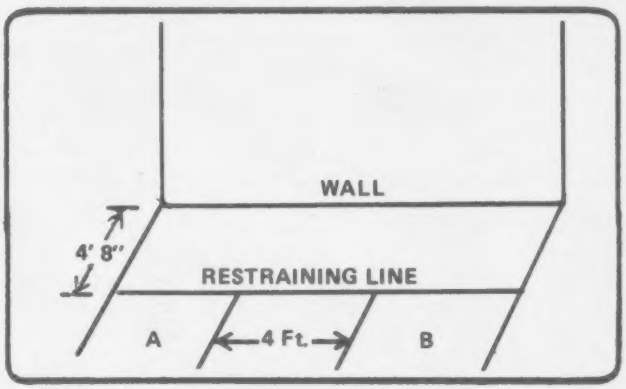


Fig. 28

6. **Drop-Kick Test**

The player starts from 12 yards out and attempts to drop kick the ball over the cross bar. Four trials are given, allowing 2.5 points per trial.

7. **Place Kick for Goal**

The player starts from 36 feet back of the goal. The player places the ball on the ground and kicks it, attempting a goal under the bar without a bounce.

Two trials are taken.

Ball goes into goal without a bounce ..... 10 points
Ball goes into the goal on one bounce ..... 7 points
Ball goes into the goal but bounces more than once ..... 4 points

8. **Punt for Distance**

Mark off the field at 10-foot intervals, starting at the goal line. The player starts at the goal line and attempts a punt. The score is the best effort in three trials. One point is awarded for every ten feet punted. For example, if the player punts seventy feet, the player gets seven points; eighty feet equals eight points, etc.

VOLLEYBALL

HISTORY

Volleyball originated with William G. Morgan, at the Y.M.C.A. in Holyoke, Massachusetts in 1895, and developed as a modified tennis game. A soccer ball was used first; later a lighter ball was introduced.

During World War II, the game was played by thousands of enlisted men; it gained in popularity, and quickly spread throughout the world. In 1957, volleyball was given official Olympic status, and it is now one of the competitive events in the Olympics.

Volleyball can be played indoors and outdoors, particularly as a beach game. The game is especially suitable for school programs since varying numbers of players and areas may be used.

In recent years, power volleyball has grown in popularity. The ball moves much faster than in the ordinary game, since it is struck with a clenched fist. Team competition is an integral part of the game, and the emotional satisfaction, derived from playing the game with some degree of skill, is high. This game, ideally, can be included in the basic program as well as in intramural and interscholastic sports.

GOAL SETTING

Use skill placement charts and grade achievement standards to establish unit goals. Pretest students and use data for ability grouping and as a base for recording skills improvement. Continue to set limited, achievable goals as students progress toward unit goals.

GRADE ACHIEVEMENT STANDARDS

Grade 8

Underhand serve with open palm
Receiving the ball above the waist and flick pass
Receiving the ball below the waist and flick pass
Rudimentary spike motion
Combination forward set pass with spike
Blocking a pass (coming over the net)
Basic rules of the game and scoring the game
Simple officiating techniques
Ability to play the game in simple competitive activity

Grade 9

Review of basic skills taught in grade 8
Underhand serve (using the closed fist)
Two-hand chest pass
Forward set pass

(Continued on page 89)

SCOPE AND SEQUENCE Volleyball
(Grade Placement of Skills)

GUIDE

B — Basic Skills
I — Intermediate Skills
A — Advanced Skills
O — Optional Skills
R — Review of Skills
X — Taught in all Grades

SKILLS Volleyball	JUNIOR HIGH SCHOOL			SENIOR HIGH SCHOOL		
	GR. 7	GR. 8	GR. 9	GR. 10	GR. 11	GR. 12
	Per	15 Per	15 Per	15 Per	Per	15 Per
LEAD UP, MODIFIED GAMES AND DRILLS		B	B	B		A
SERVING						
Underhand, Open Palm		B	R	R		R
Underhand, Closed Fist			I	R		R
Overhead, Open Palm				I		R
Overhead, Closed Fist						A
Sidearm						A
Overhead, With Spin						A
Overhead Floater, No Spin						A
PASSING AND VOLLEYING						
Receiving Above the Waist, Flick Pass		B	R	R		R
Receiving Below the Waist, Flick Pass		B	R	R		R
Chest Pass, Two Hand			I	R		R
Forward Set Pass			I	R		R
Backward Set Pass				I		R
Forearm Bump			I	R		R
Spike		B	R	R		R
Forward Set Pass and Spike		B	R	R		R
Dig Pass, Two Hand, One Hand				A		R
Dunk Shot						A
ROTATION OF PLAYERS						
Simple, Basic		B	R	R		R
Other Types of Rotation						A

SKILLS Volleyball	JUNIOR HIGH SCHOOL			SENIOR HIGH SCHOOL		
	GR. 7	GR. 8	GR. 9	GR. 10	GR. 11	Gr. 12
	Per	15 Per	15 Per	15 Per	Per	15 Per
TEAM OFFENSE						
Set Plays				I		R
Play Strategy						A
Attack Plays				A		R
TEAM DEFENSE						
Blocking		B	R	R		R
Spike Defense				I		R
Serve Defense			I	R		R
Retrieving the Ball From the Net				I		R
Backing Up Players				A		R
INTRODUCTION TO POWER VOLLEYBALL						A
CULMINATING ACTIVITIES		B	B	B		B
Intrasquad Games, Club Games, Intramurals, Interscholastic		X	X	X		X

Forearm bump
Serve defense — basic
Rules of the game; scoring

Grade 10

Review of basic and intermediate skills taught in grades 8 and 9
Overhead serve; open palm
Two-hand dig pass
Various forms of attack plays
Techniques of backing up players on defense
Defense against the spike
Techniques of retrieving the ball from the net
Officiating techniques
Rules of the game; scoring

Grade 12

Review of basic and intermediate skills taught in grades 8-10
Overhead serve; closed fist
Sidearm serve
Overhead serve with spin
Overhead floater serve
One-hand dig pass
Varying types of rotation-purposes
Advanced play strategy
Advanced modified games and drills
Introduction to power volleyball

CLASS ORGANIZATION AND MANAGEMENT

Explain, analyze, and demonstrate techniques by using semicircle, floor or mass, and hollow-square formations.

Plan for skill and drill practice by laying out areas assigned for each squad to prevent conflict between squads.

Assign squads or files in groups of twelve, so that six players on a team may play and practice against six others in the squad. For mass volleyball, a twelve-player team lends itself to efficient management.

Use parallel-line formation, with players facing each other, for practice of such skills as the pass, setup, and serve.

Mark off walls with pressure-sensitive tape, at the height of a net.

Note: Boys usually play the game according to the rules set by the United States Volleyball Association, while the girls' rules are set by the Division of

Girls' and Women's Sports (D.C.W.S.) of the American Association for Health, Physical Education, and Recreation. Most of the rules are the same for boys and for girls. Some important differences in girls' rules follow:

Net Set: girls-7′ 4½″; boys-8′; coed-8′

Substitutions:
Two entries per game are allowed, made during a 15-second time-out; no limit on number of substitutions per team.

Any player exceeding the two-entry-per-game limit must leave the game, but no point cancellation is called.

Time-Outs:
If time-out for substitutions exceeds the 15-second limit, a team time-out must be taken.

Each team (boys and girls) is permitted two team time-outs per game. Boys-30 seconds; girls-60 seconds.

INSTRUCTIONAL MATERIALS

Sufficient volleyball standards, stanchions, and nets, and volleyballs for efficient squad drill practice in small groups
Portable volleyball standards and nets attached
Pressure-sensitive tapes for floor and wall markings
Magnetic board and chalkboard
Volleyball bulletin board
Outdoor field; lined and marked
Whistles and timers
Current rule books
Audio-visual equipment

SAFETY

Make sure volleyball standards are rigidly fixed into the floor plates. The plates should be checked frequently during the period so that the pole does not work itself loose.

Keep net taut at all times. Discourage the students from hanging onto or pulling at the net.

Do not use portable, high-jump standards as volleyball poles. They will topple and cause severe injury. There are available portable volleyball poles with nets attached.

Inflate balls to regulation pressure. Do not use basketballs or soccer balls.

Make sure there is sufficient space between the ends and sides of the court and the walls to prevent students from crashing into the walls.

Do not lower the net below eight feet when playing power volleyball.

TEACHING SUGGESTIONS

Use mass volleyball and sitdown volleyball for large groups to stimulate interest in playing the game.

Plan for short, five-minute tournament games in volleyball by the end of the first week of instruction.

Use the latest regulation game rules which include: only three taps, no assisted serve, and the six-player team.

Stress official rotation techniques, and use them at all times. Modify rotation only for mass volleyball. Always insist upon the single tap by a player.

Encourage students to plan team plays, using maximum abilities of team members.

Allow students to handle the ball under varying conditions of play in order to develop ball-handling techniques.

Emphasize ball control and placement and discourage wild, aimless striking at the ball.

Practice drills such as tapping against a wall with a line at the height of the net.

Use games and contests such as "keeping it up" and volleying in circle formation to add interest to drills.

Start beginners with underhand, open-palm serve; progress to more advanced serves.

Teach front-line players to avoid high overhead volley by allowing teammates in the back to take the pass from the low position. This team technique will prevent low back injury.

EVALUATION

Oral or Written Testing

History of the game
Basic rules and scoring
Terminology
Safety
Officiating techniques
Selection and care of equipment
Strategies

Performance Testing Game Situation Drills

If time permits, a teacher can test one team of six students while they are engaged in playing a game. The following criteria may be used:

1. **Does the player:**

serve the ball with skill and accuracy, having good body balance with proper arm and body movement?

balance and coordinate his or her body to be in a position to pass the ball?

have good ball control in passing, with proper use of fingers, hands, and wrists?

have good coordination and spring, as well as hand and arm movements, in spiking the ball?

set up in anticipation of teammate's position for the kill?

have good timing and body and arm coordination in blocking techniques?

play his or her own position, and avoid running into another player?

know game strategy, as evidenced by passing, setups, and spiking?

have good skills and coordination in defensive maneuvers such as dig pass, retrieving ball off the net, etc.?

know the rules of the game, as evidenced by passing, refraining from fouls—touching the net, etc.?

cover other players' areas when they are not in position?

2. **As a team:**

do the net players stay at arm's length from the net?

do the back players play the ball high to the front line?

do the players set up for the best spiker at the net?

do the net players respond quickly enough to retrieve the ball from the net?

Skills Testing

1. **Accuracy Serve** *(See Fig. 29)*

The opposite volleyball court is marked off into nine equal areas. The teacher specifies the area to be served. Each player takes five trials. Score is number of successful trials made into specified areas. If the ball fails to clear the net, a score of zero is given.

2. **Ball Handling**

A line is drawn at the height of a net, eight feet, on the wall. The player stands at a distance of three feet from the wall. At the signal, the player tosses the ball against the wall and continues to bat it above the line for a period of fifteen seconds. The score is the number of successful hits above the line during that time interval.

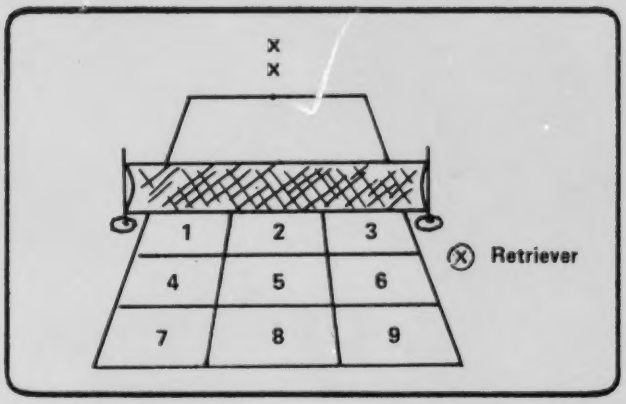


Fig. 29

3. **Setup Test**

A rope is strung four feet above the net and parallel to the top tape. A ball is passed to a player standing in the center of the court. The player attempts to set up the ball in the space between the rope and the top of the net, without passing over the net. The player is given five trials. The score consists of the number of successful setups.

4. **Spike Test**

The player stands at the net. The teacher tosses the ball up for a spike above the net, so that the ball is coming downwards. The player leaps up and attempts to spike the ball. Five points are given for a good spike with a downward motion to the ball. Three points are given if the ball is driven forward within the court, instead of downward. One point is given if the ball is hit over the net.

III TRACK AND FIELD

TRACK AND FIELD

HISTORY

Track and field events derive from the earliest known activities in hunting game. Running, jumping, hurdling, and throwing were necessary activities for primitive survival. The Bible tells of track and field activities. Records of organized competition date back to the first Olympic Games held in Greece in the year 776 B.C.

Speed, strength, and endurance are required for successful achievement in track and field, and participants gain in self-discipline and physical fitness. Track and field athletics provide for a wide range of abilities and form a sound foundation for any school physical education program.

GOAL SETTING

Use grade achievement standards and scope and sequence charts to establish unit goals. Pretest students and use data for ability grouping and as a base for recording skills improvement. Continue to set limited, achievable goals as students progress toward unit goals.

GRADE ACHIEVEMENT STANDARDS

Grade 7

Indoor bunch start
Outdoor bunch start
Running form—sprints; middle distance running in lanes
Visual baton pass
Standing long jump
General safety precautions in track and field

Grade 8

Review of skills in grade 7
Shuttle relays
Form for scissors jump in high jump
Low hurdles
Intramural track meet
Introduction to high jump skills

Grade 9

Outdoor start with blocks
Two-hundred-twenty-yard dash; form, strategy
Running long jump
Step and leap as leadup for triple jump
Triple jump
High jump with western roll
Low hurdles
Shot-put

Grade 11 *(Advanced and Optional Skills)*

Review of basic and intermediate skills
Distance running; pacing; strategy

(Continued on page 98)

GUIDE

B — Basic Skills
I — Intermediate Skills
A — Advanced Skills
O — Optional Skills
R — Review of Skills
X — Taught in all Grades

SCOPE AND SEQUENCE Track and Field

(Grade Placement of Skills)

SKILLS Track and Field	JUNIOR HIGH SCHOOL GR. 7 15 Per	GR. 8 15 Per	GR. 9 15 Per	SENIOR HIGH SCHOOL GR. 10 Per	GR. 11 15 Per	GR. 12 Per
LEAD UP ACTIVITIES						
SPRINTS						
Starts						
Indoor Bunch	B	R	R		R	
Outdoor Bunch	B	R	R		R	
Outdoor With Blocks			I		R	
Running Form						
Use of Arms	B	R	R		R	
Stride	B	R	R		R	
Finish Form	B	R	R		R	
Fifty to One Hundred Yard Dashes	B	R	R		R	
220 Yard Dash			I		R	
DISTANCE RUNNING						
Body Angle			B		R	
Arm Swing			B		R	
Foot Placement			B		R	
Stride			B		I	
Pacing					A	
Racing Strategy			B		A	
RELAY RACING						
Baton Pass						
Visual	B	R	R		R	
Non-Visual			I		R	
Rules, Passing Zone	B	R	R		R	
Shuttle Relays		I	R		R	
Sprints and Distance Relays		B	R		A	

SKILLS Track and Field	JUNIOR HIGH SCHOOL			SENIOR HIGH SCHOOL		
	GR. 7	GR. 8	GR. 9	GR. 10	GR. 11	GR. 12
	15 Per	15 Per	15 Per	Per	15 Per	Per
LONG JUMPS						
Standing Long Jump	B	R	R		R	
Running Long Jump						
Approach			I		R	
Takeoff			I		R	
The Flight, Use of Arms, Body Position			I		R	
Landing			I		R	
Check Marks					A	
Rules and Measurements			B		R	
Safety Precautions			B		R	
THE TRIPLE JUMP						
Step and Leap — Leadup			I		R	
Running Triple Jump						
Basic Steps — Hop, Step, and Jump			I		R	
Landing			I		R	
Check Marks			I		R	
Rules and Measurement			I		R	
THE HIGH JUMP						
Scissors	B	R	R		R	
Western Roll						
Approach		B	R		R	
Takeoff		B	R		R	
Layout and Turn		B	R		R	
Landing		B	R		R	
Straddle					A	
Backward Flop					O	
Safety Precautions	B	R	R		R	

SKILLS Track and Field	JUNIOR HIGH SCHOOL			SENIOR HIGH SCHOOL		
	GR. 7	GR. 8	GR. 9	GR. 10	GR. 11	GR. 12
	15 Per	15 Per	15 Per	Per	15 Per	Per
HURDLES						
Low		I	R		R	
High					A	
Form for Hurdles						
The Takeoff		I	R		R	
Form for Hurdles						
Position of Trailing Leg		I	R		R	
Body Angle, Arm Action		I	R		R	
Steps Between Hurdles		I	R		A	
SHOT PUT						
Stance			I		R	
The Pivot			I		R	
The Glide, Step and Turn			I		R	
Reverse: Follow Through, Finish			I		R	
Safety Precautions, Rules, Measurement			B		R	
DISCUS, JAVELIN, POLE VAULT (MUST HAVE SAFE FACILITIES AND SUFFICIENT SPACE AND TRAINED PERSONNEL)						
CULMINATING ACTIVITIES						
Intrasquad	X	X	X		X	
Interclass	X	X	X		X	
Intramural Track and Field Meet	X	X	X		X	

Relays; sprints and distance
Use of check marks in long jump
High jump; straddle and flop
High jump; backward flop
High hurdles
Shot-put
Culminating activities; class or intramural track and field meet

CLASS ORGANIZATION AND MANAGEMENT

Conduct most running activities outdoors.

Run groups in waves, or staggered, to avoid congestion on the track.

Use all lanes on the track.

Do not set up running events indoors in which students are running directly toward walls or obstructions. Place student Leaders to intercept participants who are too close to the wall.

Mark out lanes on the floor with pressure-sensitive tape in practicing sprints.

Use traffic stanchions, e.g., Plan V, Fig. 34.

Shuttle the class from one side of the gym floor to the other in conducting sprint practice.

Limit the size of the group for field events, since these activities usually involve hazards. Activities must be personalized for efficient instruction.

Place the group using the discus or shot put behind the throwing area in a corner of the field away from all other activities.

Metal spike shoes must not be worn on synthetic track surface. Substitute rubber, or other type spike shoes.

SAMPLE PLANS FOR CLASS FORMATIONS IN TEACHING TRACK AND FIELD SKILLS

(See Figs. 30 through 35)

Instructional Materials

Running track in good condition, free of holes, glass, obstructions
Jumping pits in good repair, with inflatable mats or wood shavings to a depth of at least 24 inches
Standard cross bars of aluminum or bamboo, in good repair

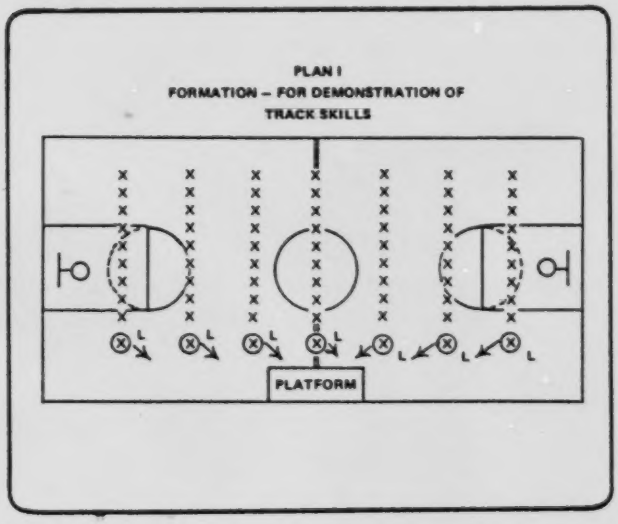


Fig. 30

Heavy-duty high-jump and hurdle standards
Eight-and twelve-pound shots, indoor and outdoor
Relay batons
Where facilities and personnel are available, pole-vaulting poles, cross bars, standards and pits, along with a stable, secure vaulting box
Pressure-sensitive tapes for floor marking
Rubber traffic stanchions
Tenth-of-a-second stopwatches with double hands preferred
Heavy-duty mats for indoor use

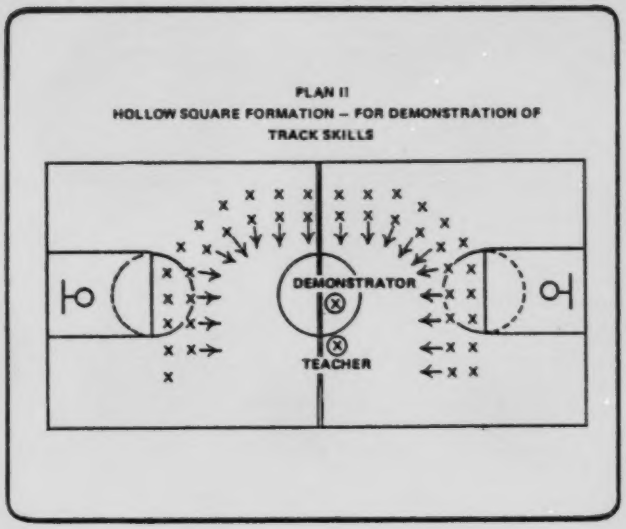


Fig. 31

Finish-line yarn
Softballs and basketballs for throwing practice
Paint for marking off throwing areas
Individual score and achievement cards
Women's and men's discusses
Whistles
Starter's gun
Starting blocks
Hurdles
Fiberglass or aluminum poles
Marking line and marker
Pinnies

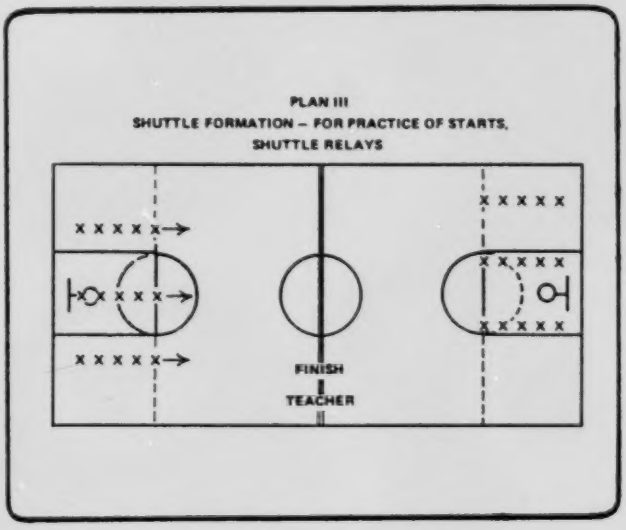


Fig. 32

SAFETY

Do not use sawdust in jumping pits. Use vinyl-covered foam (36") or loose shavings to 24-inch depth, or inflatable mats.

Make certain next jumper waits until pit is clear.

Make certain that take-off boards are firmly anchored for long jump and triple jump.

Do not place hurdles on concrete or black top; use the cinder surface of the track.

Practice pole vaulting, discus, and javelin under strict control, with excellent equipment and with skilled personnel teaching the activity.

Provide well-marked safety zones for group alignment as in shot put. Closely supervise the discus and shot put areas.

See that medical attention is given for cuts, blisters, track scratches, and floor burns. Require that students report all injuries, no matter how slight.

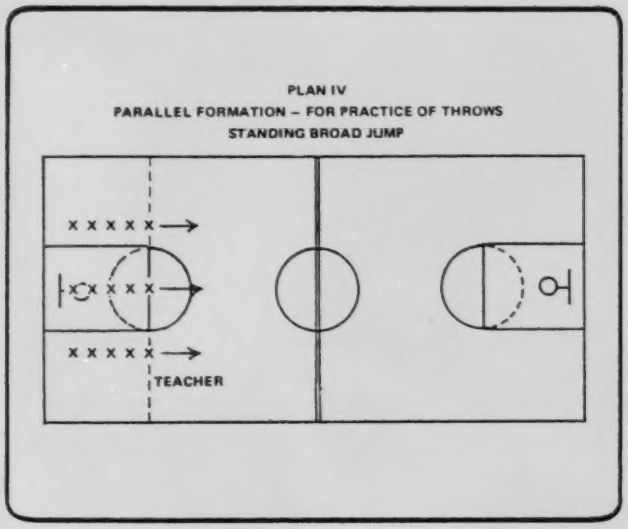


Fig. 33

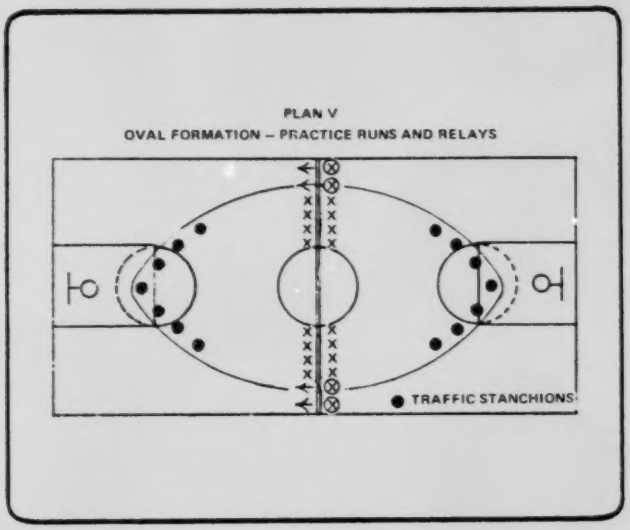


Fig. 34

TEACHING SUGGESTIONS

Provide individual score cards for self-evaluation of achievement. Distance runs should be recorded.

Personalize class achievements with photos of students in action and with team and individual achievement results.

Use physical fitness tests—fifty-yard dash, six hundred-yard walk-run, optional mile-and-a-half, or twelve-minute run stimulate interest in improved personal achievement.

Introduce daily exercises which involve bending, stretching, and flexibility.

Be sure students understand the physiological process underlying warmup and muscle-stretching exercises.

In running, start with short distances and jogging, gradually increasing the speed; build for the distance run.

Alternate running with walking as a lead-up activity until students are thoroughly conditioned.

Introduce weight training before throwing events, to further conditioning.

Conduct jumping practice at low heights until good form has been learned.

Use mimetic drills in those instances where the "feel" of the movement is desired.

Use whole-part-whole method of teaching track skills. In this method, demonstration and analysis, explanation, imitation, cues and corrections of specific and general errors, re-demonstration, and skill practice set the learning pattern.

EVALUATION

Oral or Written Testing

History of the game
Basic rules and scoring

Terminology
Safety
Officiating techniques
Selection and care of equipment
Strategies

PERFORMANCE TESTING

Game Situation Drills

AAPHER
Youth Fitness Tests

Skills Testing	
Shuttle Run	Page 32
Standing Long Jump	Page 33
Fifty-Yard Dash	Page 34
600-Yard Run	Page 35

In addition use grade achievement standards for the following activities in track and field:

220-Yard Dash
Running Long Jump
Triple Jump
High Jump
Shot-Put
60-Yard Low Hurdles

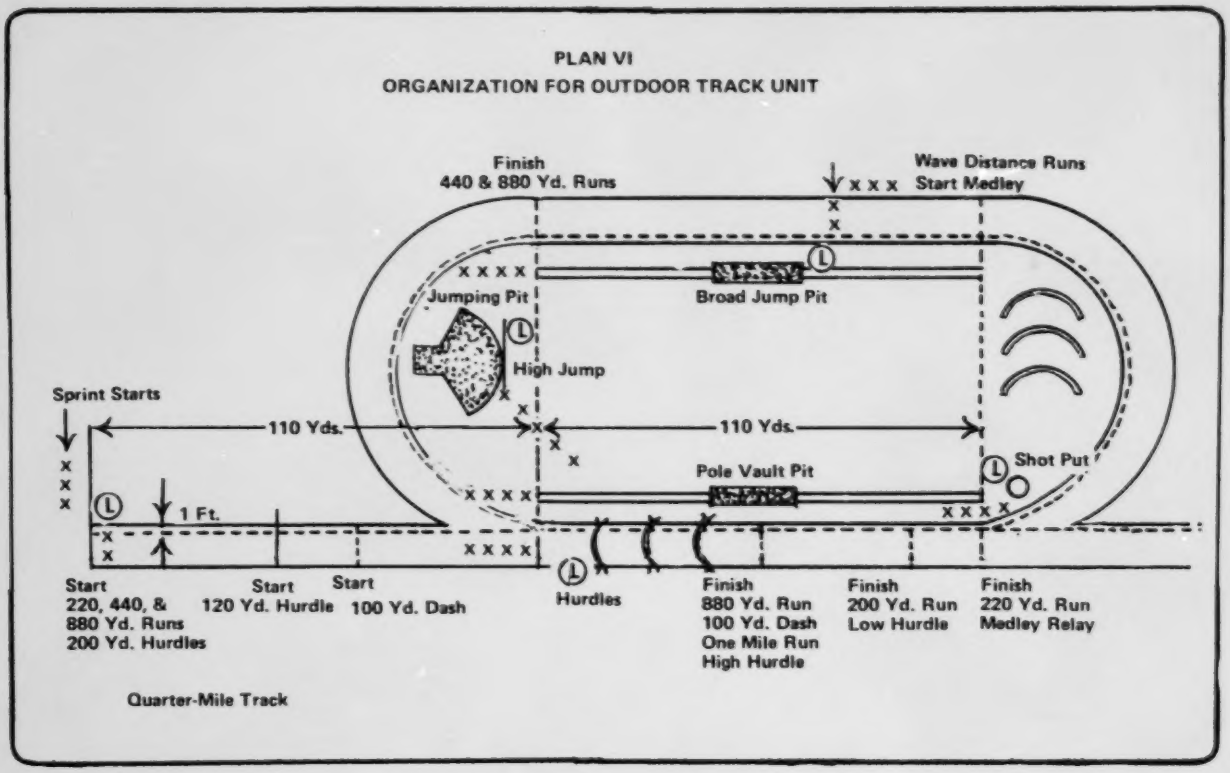


Fig. 35

IV INDIVIDUAL, DUAL AND LEISURE SPORTS

ARCHERY

HISTORY

Although archery was practiced in some form in almost every country hundreds of years ago, it flourished to the greatest extent in England. The earliest record of an archery club established for sport and enjoyment was that of the Royal Edinburgh Archery in 1600. The Scorton Archers, founded in 1673, was particularly famous because that club held continuous archery tournaments. The Royal Toxophilite Society of Archers, founded in 1781, made a great impact on English archery, but this later waned, probably because of the Napoleonic wars and the war with the American colonies. In 1844, the Grand National Archery Society was organized and became the governing body of archery in the United Kingdom. Annual tournaments have been held since 1844, with the exception of the First World War years.

In the United States, the oldest club for which records survive is the United Bowmen of Philadelphia, organized in 1828. After sixty years of colorful activity, it disbanded and its treasured trophy was deposited with the Historical Society of Pennsylvania. This club has again become active under the leadership of Dr. Howard Baier.

While archery is usually considered a mild sport, the fact often overlooked is that the archer uses a large part of the musculature and needs to develop good, erect posture. The sport is closely allied to hunting, and in its natural element can be quite strenuous. In New York State a part of the hunting season is reserved exclusively for archers. The sport can, therefore, be correlated with a school's outdoor education program.

GOAL SETTING

Use scope and sequence charts to establish unit goals. Pretest students and use data for ability grouping and as a base for recording skills improvement. Continue to set limited, achievable goals as students progress toward unit goals.

CLASS ORGANIZATION AND MANAGEMENT

Present eye dominance, proper use of finger tabs and arm guards, and basic parts of bow and arrow at floor spots.

Draw shooting line on floor from wall to wall at one end of the gym.

Have bows strung the first week before class begins.

(Continued on page 107)

SCOPE AND SEQUENCE Archery
(Grade Placement of Skills)

GUIDE
B — Basic Skills
I — Intermediate Skills
A — Advanced Skills
O — Optional Skills
R — Review of Skills
X — Taught in all Grades

SKILLS Archery	JUNIOR HIGH SCHOOL			SENIOR HIGH SCHOOL		
	GR. 7	GR. 8	GR. 9	GR. 10	GR. 11	Gr. 12
	Per	15 Per	Per	15 Per	Per	Per
IDENTIFICATION OF EYE DOMINANCE		B		R		
DRILLS WITH AND WITHOUT BOW		B		R		
PRELIMINARY FORMS						
Bracing the Bow		B		R		
The Stance		B		R		
Nocking the Arrow		B		R		
The Draw		B		R		
The Anchor		B		R		
SCORING		B		R		
AIMING OR HOLDING						
Basic Method		B		R		
Point-of-Aim Method		B		R		
Pin Sight Method				I		
The Loose or Release		B		R		
FOLLOW THROUGH OR AFTER-HOLD		B		R		
SHOOTING ON COMMAND		B		R		
NOVELTY SHOOTING EVENTS				I		
CULMINATING ACTIVITIES						
Tournaments and Shoots		B		I		

NOTE: Archery may be given in lieu of badminton, table tennis, paddle tennis in either grades 8 or 10, where trained personnel and safe equipment are available.

Place bows along shooting line, marking off where students are to stand.

Assign students to specific targets so that they do not cross fire.

Have no more than 5 students shooting at each target. Archers can shoot in shifts; those not shooting can help those at the shooting line.

Place left-handed archers at far right of shooting line so that they will be facing the class.

Allow at least two feet between archers.

Have students straddle shooting line, shoulder of bow arm pointing at target.

Time each end so that slow students do not limit the entire class practice time.

INSTRUCTIONAL Materials

(See Figs. 36 through 43)

One 48" round burlap-covered straw target per five archers
Arm guards—one for each person on shooting line
Finger tabs (or gloves)—one for each person on shooting line

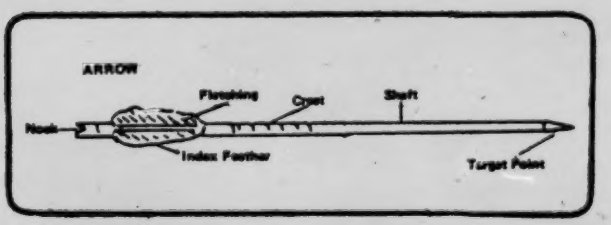


Fig. 36

Hip quivers—for each person on shooting line
2 dozen arrows @ 3 archers (each dozen arrows should have contrasting shaftments)
One fiberglass, 20-25 lb., 60" bow per student on shootline
48" multicolored NAA target faces (one to a target)
Bow stands, wheeled or tripod (one to a target)
Arrow backdrop (nylon net)—large enough to be stretched behind all targets
Pressure-sensitive tape to mark off shooting line
Score sheets
Extra nocks, duco cement, piles, knurler, arrow sharpeners, bow strings, large-headed shirt pins for bow sights, masking tape for bow sights, and nocking points
Target pins for nonskirted targets

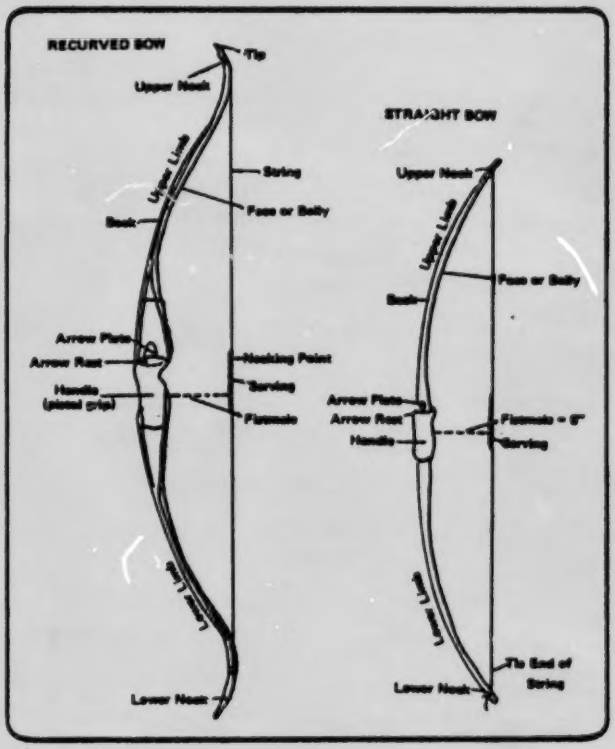


Fig. 37, 38

SAFETY

Insist that students not release fully-drawn bow without a nocked arrow. The bow may be overdrawn and break. String should be let down gently. Mimetics resumed at the proper release position.

Inform students not to shoot with broken equipment. Archers should check arrows as they are retrieved.

Prevent use of any questionable pieces of equipment.

Break up and throw away any split arrows. Do not permit students to take broken equipment out of the gym.

Replace frayed bow strings.

Demand that archers wear arm guard and shooting tab or glove. If the left arm is held correctly, the bow string slaps the forearm on release. The bow string, on leaving the fingers, will cause them to burn or blister. The use of arm guards and finger tabs or shooting gloves prevents not only discomfort but also student discouragement.

Train students, as well as leaders, to be alert to proper safety conditions.

Have students realize that they are not to step over the shooting line *for any reason* unless told to retrieve.

Be certain all doors anywhere in front of shooting lines are locked from the outside with "DANGER-ARCHERY IN PROGRESS" signs clearly visible.

Insist that students know and follow the commands for stop shooting, retrieve, and shoot. The responsibility for giving these calls rests with the instructor or a tournament's Lady Paramount or Field Captain.

See that all archers shoot from *one* shooting line and begin shooting at signal only.

Have many student helpers and/or assistant instructors present, especially for the first week.

Teach students to nock arrows *after* signal is given to shoot; a nocked arrow is like a loaded gun. Arrows must be kept in quivers until signal is given.

Demonstrate how to avoid injury to left elbow joint by using a *slightly* bent position of the left arm; it should be held in such a position that if flexion were continued the arm would swing in toward the body, not up. The outside of the elbow is turned out, *not* down.

Train students to call out "hanging arrow" if arrow is hanging flat across target face. Instructor should have students stop shooting while an archer pushes the arrow into the target.

If arrows drop to the ground over shooting line, have students reach for them with their bows. If an arrow is beyond the bow's reach, it is to be considered a shot.

Explain that the shooting line extends from wall to wall. No student may stand, sit, or walk along the sidelines.

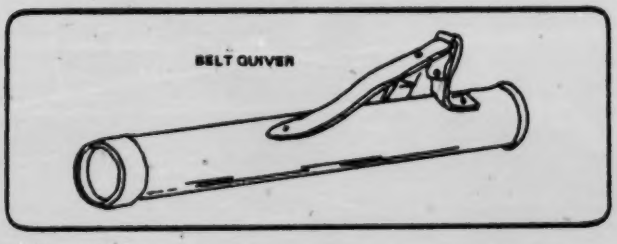


Fig. 39

TEACHING SUGGESTIONS

Post high scores, first "golds," and perfect ends on a well-illustrated bulletin board.

Develop an award system using colored wool tassels—miniature targets, arrow pencils, medals, etc.

Run class tournaments using the official National Archery Association (NAA) or any other official target face, adjusting distances to available facilities.

Create and run novelty tournaments.

Demonstrate the 7 steps of shooting in front of the shooting line, with demonstrator's front facing students. With bow in hand (arrows in quiver), mimetically teach the 7 steps of shooting. Analyze each step.

Call out the 7 steps of shooting for at least 2 arrows at the beginning of each practice session for the first week.

Place masking tape on bowstring. Position slightly above perpendicular from arrow shelf. This nocking point will aid students in nocking their arrows.

Have beginning archers shoot at targets ten to fifteen feet away from shooting line.

EVALUATION

Oral or Written Testing

History of the game
Basic rules and scoring
Terminology
Safety
Officiating techniques
Selection and care of equipment
Strategies

Performance Testing

Game Situation Drills

Skills Testing
Scores on shooting test
Skill demonstration of form
Technique of bracing and unbracing the bow
Seven steps of shooting
Methods of aiming

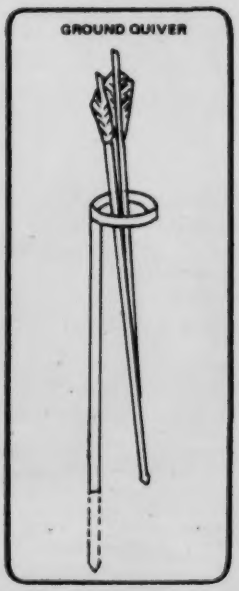


Fig. 40

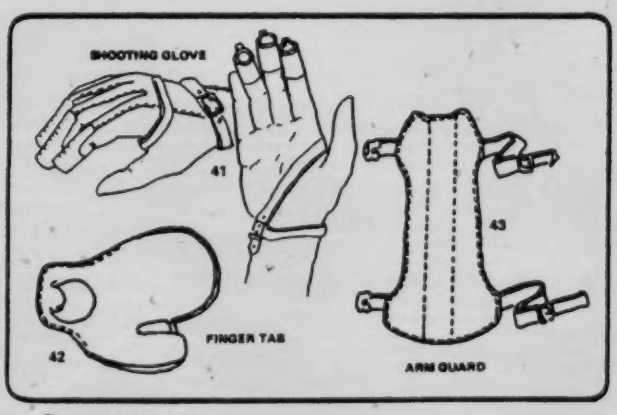


Fig. 41, 42, 43

CAUSES OF COMMON ERRORS

Arrows Go High

Anchoring while mouth is open or teeth not closed
Releasing before arrow point comes down to POA
POA placed too high or sight placed too low
Bow arm thrown up at instant of release
Longer draw and follow through
More extension in bow arm
Releasing below chin
Arrow nocked low

Arrows Go Left

Hunching left shoulder
Squeezing arrow nock
Hitting left arm, shoulder, sleeve pocket, or wrist on release
Gripping bow with fingers pressing on right side of bow
Flinching with left arm
In draw, pulling bowstring with fingers instead of upper arm, shoulder, and back muscles
Releasing while string is away from face
POA lined up to left of gold or bowsight not far enough out
Wind blowing arrow to left
Top of bow tilting to left
Extreme left: sighting with wrong eye

Arrows Go Right

Plucking string to right on release
Throwing bow hand to right
Throwing bow arm to right
Wind blowing arrow to right
POA lined up to right of gold, or bowstring pulled out too far
Top of bow tilted to right
Extreme right: left-handed archer sighting with right eye

Arrows Go Low

Creeping
A head-on wind
Dropping left arm on release
Not up to POA on release
POA placed too low, or sight placed too high
Not bringing arrow to full draw before release
"Lazy" third finger not keeping draw in center of hand
Right elbow dropping, breaking alignment at wrist; i.e., only wrist and hand pull

BADMINTON

HISTORY

Badminton was played in England and India in the late nineteenth century. It derived its name from a famous English estate of the same name. One reason the game has developed in popularity is that it requires little space and equipment and can be played indoors as well as outdoors, on any type of surface. Either singles or doubles can be played.

There is a wide variety of strokes demanded for playing the game well. Since the shuttlecock must be kept in the air, the game is very fast and demands a high degree of skill, speed, and total body coordination.

GOAL SETTING

Use grade achievement standards and scope and sequence charts to establish unit goals. Pretest students and use data for ability grouping and as a base for recording skills improvement. Continue to set limited, achievable goals as students progress toward unit goals.

GRADE ACHIEVEMENT STANDARDS

Grade 8

Rules, scoring, and game courtesies
Care and selection of equipment
Forehand and backhand grips
Footwork and body positions
Low serve and placement of serves
Forehand and backhand drives
The overhand smash
The backhand clear

Grade 10

Backhand serve
Drop shot
The smash
Round-the-head shot
The driven or flick serve
The hairpin and push shots at the net
Forms of underhand strokes
Doubles strategy
Mixed doubles play

CLASSROOM ORGANIZATION AND MANAGEMENT *(See Fig. 44)*

Use mass or floor formations, on assigned spots, for footwork drills and mimetics involving practice of beginner's skills.

Provide free activity time for practice and play in one section of the gymnasium.

Assign groups in units of eight. Four players use the

(Continued on page 113)

SCOPE AND SEQUENCE Badminton

(Grade Placement of Skills)

GUIDE

B — Basic Skills
I — Intermediate Skills
A — Advanced Skills
O — Optional Skills
R — Review of Skills
X — Taught in all Grades

SKILLS Badminton	JUNIOR HIGH SCHOOL			SENIOR HIGH SCHOOL		
	GR. 7	GR. 8	GR. 9	GR. 10	GR. 11	GR. 12
	Per	15 Per	Per	15 Per	Per	Per
LEAD UP ACTIVITIES						
THE GRIP						
The Grip for Forehand		B		R		
The Grip for Backhand		B		R		
BODY POSITIONS						
Center Court Position		B		R		
The Ready Position		B		R		
Footwork in Moving Around the Court		B		R		
THE SERVE						
Low Serve		B		R		
Backhand Drive				I		
Placement Areas for the Serve		B		I		
The Driven or Flick Serve				A		
OFFENSIVE SKILLS						
The Overhead Clear		B		R		
The Forehand Drive		B		R		
The Backhand Drive		B		R		
The Drop Shot				I		
The Smash				I		
The Backhand Clear		B		R		
The Half-Paced Smash				I		
Round-the-Head Shot				I		

SKILLS Badminton	JUNIOR HIGH SCHOOL			SENIOR HIGH SCHOOL		
	GR. 7	GR. 8	GR. 9	GR. 10	GR. 11	GR. 12
	Per	15 Per	Per	15 Per	Per	Per
NET PLAY						
Hairpin Net Shot				A		
Push Shot				I		
UNDERHAND STROKES						
Underhand Clear				A		
Underhand Drop Shot				A		
"HOLDING THE SHUTTLE"				A		
OFFENSIVE AND DEFENSIVE STRATEGY						
Angle of Return				A		
Crosscourt Shots				A		
SINGLES AND DOUBLES STRATEGY						
Side-by-Side Formation				A		
Up and Back Offensive Formation				A		
COMBINATION PLAY						
Mixed Doubles Play				A		
CULMINATING ACTIVITIES						
Games and Tournaments		X		X		

court at one time, under a leader. Rotate play among groups of four.

Assign positions before play begins to prevent pupils from encroaching upon each other's areas.

Pair off an experienced player with four other players to give the students the feel of keeping the bird in play.

Mark a wall at a five-foot height to practice serving.

Stretch a rope across the gym to divide it to accommodate larger groups.

INSTRUCTIONAL MATERIALS

Sufficient supply of racquets and shuttlecocks for efficient drill practice

Badminton nets and standards

Portable net stands (nets that do not require floor plates and permanent installations) are available

Pressure-sensitive tapes for floor markings

Dry whiting liners for outdoor use

Instructional charts

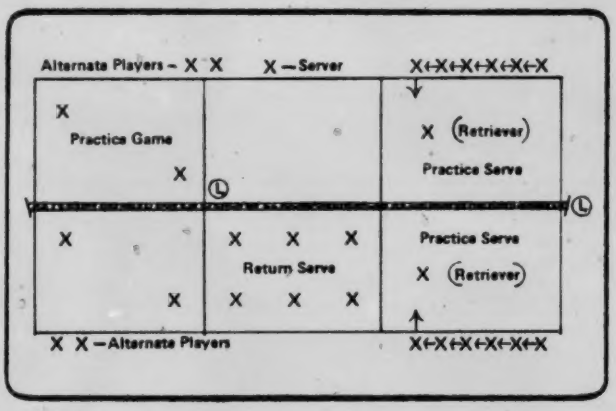


Fig. 44

SAFETY

Do not permit pulling on the net at any time.

Check standards and nets to make sure that they are fixed firmly and properly, especially when inserted into floor plates.

Wear proper footwear to prevent ankle injury.

Stress control in stroking to prevent wild hitting at the bird and possible injury.

Space students at least eight feet apart to provide sufficient space for free swinging.

Make provision for left-handed players at the end of the line.

Insist students stop swinging racquets immediately upon signal.

Warn the class about walking on or across the court while play is in progress.

TEACHING SUGGESTIONS

Introduce this sport as an alternative to tennis during the fall and winter seasons.

Plan to use selected conditioning drills, especially running and footwork.

Have students perform footwork and body balance in mass formation, without the use of racquets.

Teach basic fundamentals and provide drills for such items as the grip, the overhead and the underhand swing, as well as the waist-high swing.

Demonstrate various strokes, and have the Leader or expert player direct the bird so that the correct stroke will be made. For example, in practicing the smash, the Leader will direct a high shot so that the smash can be made. Inexperienced students directing the bird at each other will waste an inordinate amount of time hitting the bird into the correct flight form.

EVALUATION

Oral or Written Testing

History of the game
Basic rules and scoring
Terminology
Safety
Officiating techniques
Selection and care of equipment
Strategies

Performance Testing Game Situation Drills

Skills Testing

1. **Beginners**

Short service
3 out of 5 successful serves a 5 feet

2. **Forehand Drive**

4 out of 5 forehand drives sent into the court from different position in the court

3. **Blackhand Drive**

3 out of 5 successful returns using the backhand

4. **Suggested Standards for Observation of Student Techniques**

Is the player alert at all times, with the racquet in proper readiness position to make the stroke?

Does the player:

use good footwork with short digging steps to get into readiness position?
recover immediately after making a shot?
hold the racquet properly for the backhand and forehand positions?
use smash shots wherever possible?
use any deception in some strokes?
serve effectively and consistently, using good form and techniques?
note opponent's weaknesses and use them to advantage in playing the game?
use variety of strokes and play?

BICYCLING

HISTORY

While bicycling has been very popular for years throughout Europe, it has not had a broad appeal as an adult sport in this country since the turn of the century. In the past ten years, however, there has been renewed interest in the sport. Today it is estimated that there are 40 million bicycles driven by more than 70 million people. One indication of growing interest in bicycling is the closing of New York City main roadways in the parks to vehicular traffic on weekends, so that bicyclists may enjoy driving without danger from automobiles. The fuel crisis has also increased cycling activity among adults as well as high school youth. Bicycle camping has become so popular that many campsites and youth hostels must be reserved months in advance. The New York State legislature has approved bicycle safety laws to protect drivers, which must be taught in all schools.

GOAL SETTING

Use scope and sequence charts to establish unit goals. Pretest students and use data for ability grouping and as a base for recording skills improvement. Continue to set limited, achievable goals as students progress toward unit goals.

INSTRUCTIONAL MATERIALS

Tube and tire repair kit
Bicycles of various types
Traffic cones or stanchions
Pressure-sensitive tape
Repair tool kit
Traffic paint
Stopwatch, clipboard, pencils
Safety charts and rules
Bicycle parts
Pump and pressure gauges
Bicycle stands
First aid kit
Camping equipment for display

CLASSROOM ORGANIZATION AND MANAGEMENT

Expect that students will not have bicycles at the first session of the unit. Try to have certain manufacturers lend bicycles to the class. Have students drive their own bicycles for future sessions.

Survey the school, courtyards, outdoor track, and street to determine a safe area to be used as a bicycle track.

(Continued on page 117)

SCOPE AND SEQUENCE Bicycling
(Grade Placement of Skills)

GUIDE
B — Basic Skills
I — Intermediate Skills
A — Advanced Skills
O — Optional Skills
R — Review of Basic or Intermediate Skills
X — Taught in all Grades

SKILLS Bicycling	JUNIOR HIGH SCHOOL GR. 7 Per	GR. 8 Per	GR. 9 Per	SENIOR HIGH SCHOOL GR. 10 Per	GR. 11 Per	GR. 12 Per
BICYCLE SAFETY INSPECTION		B			R	
Safety Rules for Bicyclists, State Regulations		B			R	
DRIVING						
A Straight Line (Beginners)		B			R	
Mounting and Dismounting (Beginners)		B			R	
Controlled Stopping (Beginners)		B			R	
Avoiding Obstacles		B			R	
Road Courtesy		B			R	
Efficient Driving, Ankling		B			R	
Balancing and Dodging					I	
Short Radius Turns					I	
Driving on Various Road Surfaces					I	
Gearing and Derailleur Systems					I	
MINOR BICYCLE REPAIRS					I	
BUYING A BICYCLE (NEW OR USED)		B			R	
BICYCLE CAMPING		O			O	
The Selection of a Bicycle for a Trip		O			O	
Camping Equipment		O			O	
Destination Near the City		O			O	
Tools and Repairs		O			O	
Clothing and Food		O			O	

NOTE: Bicycling and/or Bicycle Camping may be selective, elective, or optional courses at any level.

Secure the cooperation of the industrial arts department of the school to use shop facilities when lessons on bicycle repair and maintenance are given.

Display bicycle safety rules and instructional posters.

Obtain tool kits for use in repair of bicycles.

Train and assign leaders to maintain safety during the cycling period.

Secure parental permission for cycling camping trips or for cycling away from the school grounds.

SAFETY

New York State Laws Related To Bicycle Safety

Title VII - Article 34 - Section 1234

Riding on roadways and bicycle paths: (a) Every person operating a bicycle upon a roadway shall ride as near to the right side of the roadway as practicable, exercising due care when passing a vehicle or bicycle standing or proceeding in the same direction. (b) Persons riding on a roadway shall not ride more than two abreast except on paths or parts of roadways set aside for the exclusive use of bicycles. (c) Whenever a usable path for bicycles has been provided adjacent to a roadway, bicycle riders shall use such paths and shall not use the roadway.

Title VII - Article 34 - Section 1235

Carrying articles. No person operating a bicycle shall carry any package, bundle, or article which prevents the driver from keeping at least one hand on the handlebars.

Rules

Observe all traffic regulations—red and green lights, one-way streets, stop signs.

Slow down at all street intersections and look to the right and left before crossing.

Keep to the right side of the road and drive in a *straight line*. Always drive in *single file with traffic*.

Do not weave in or out of traffic, or swerve from side to side.

When passing a slow-moving car going in the same direction, you should pass to the left.

Look out for cars pulling out into traffic. *Keep sharp lookout for sudden opening of auto doors.*

Cyclists should drive at least three feet away from parked cars.

Listen constantly for traffic approaching out of your line of vision.

Give pedestrians the right of way. Avoid sidewalks.

Have a white light on the front and a state-approved reflector on the rear.

The headlights of a bicycle should be seen from at least 500 feet (if driving at night).

Wear BRIGHT-COLORED CLOTHING.

Have a signalling device, such as a bell or horn, to warn of approach.

Be sure your brakes are operating efficiently, and keep your bicycle in perfect running condition.

Always use proper hand signals for turning and stopping.

In rainy weather, allow much more distance for stopping. Do not take corners too fast.

Never carry other riders or packages that obstruct vision or prevent proper control of cycle.

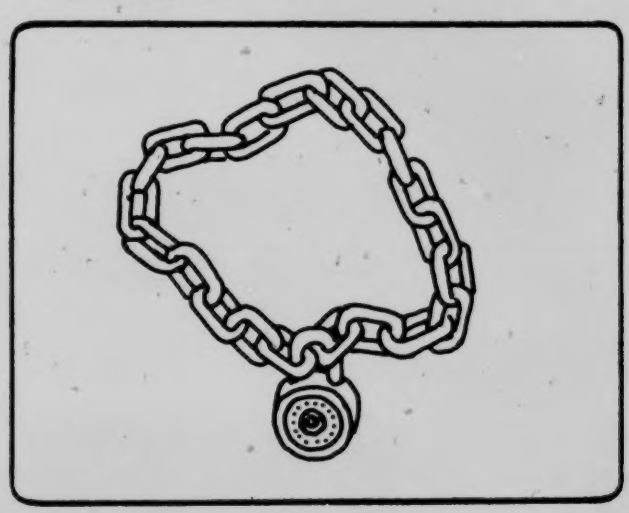
Never hitch on other vehicles, or "stunt" or race in traffic.

Watch out for child cyclists. Children on bicycles usually weave from side to side and turn unpredictably.

Railroad tracks: If rough, walk your bike (prevent blowout or other damage to bicycle). If you choose to drive over the tracks, cross them at a 90° angle.

Reminder

Bicycle thefts have grown tremendously. Teach students to take precautions against the possibility of bicycle theft. Use a heavy chain and a case-hardened lock. Affix to a firm, stationary fixture such as a lamp pole, fence, or bike rack. Make sure the lock is secured before leaving. Precautionary measures should become habit.



TEACHING SUGGESTIONS

Give out such printed material as *Derailleur Lightweights—A New Dimension to Cycling*, by Fred Delong.

Show such films as *Drive Your Own Bike*, or *On Two Wheels*.

Use as motivation, lessons in minor repairs or on the care and selection of a bicycle.

Familiarize the students with such ideas as fitting the bike to the rider.

As an added incentive, plan a bicycle outing or camping trip on a weekend.

EVALUATION

Oral or Written Testing

History of the sport
Basic rules
Terminology
Safety
Selection and care of equipment

Performance Testing

Skills Testing

At the end of this unit, students will:

demonstrate the ability to drive a bicycle under various conditions;

demonstrate skill in turn, dodge, straight line driving start, and stop;

demonstrate knowledge of the rules of bicycle safety;

pass a practical bicycle safety test;

name the various types of bicycles and explain the important aspects involved in purchasing a bicycle;

demonstrate or explain how to maintain a bicycle and make minor repairs.

BOWLING

HISTORY

Early records show that a form of bowling existed in ancient Egypt. The game consisted of rolling a heavy ball (in those days the ball was stone) down a lane to knock over ten pins placed in a triangle. With the advent of automation, bowling became a universal sport, especially after the formation of the American Bowling Congress in 1895.

Bowling is a lifetime sport. It is not a strenuous game, although it plays its part in maintaining physical fitness. The game can be played as a social event, in teams, in groups, or as a family sport. Going bowling requires less time, equipment, or organization than other leisure-time sports. The game has wide appeal and is easily learned, so that even the beginner, with some instruction, can derive pleasure from participation. When adapted to school facilities and equipment, or when local alleys are used, the game becomes ideally suited for inclusion in the school program.

GOAL SETTING

Use grade achievement standards and scope and sequence charts to establish unit goals. Pretest students and use data for ability grouping and as a base for recording individual skills progress. Continue to set limited, achievable goals as students progress toward unit goals.

GRADE ACHIEVEMENT STANDARDS

Grade 8

Scoring and game rules
Selection and care of equipment
Game etiquette and courtesies
Stance and position for ball delivery
Four-step delivery
Release for a straight ball
Follow through
Elements of spot bowling

Grade 10

Variations of stance
Hook-ball delivery
Curve-ball delivery
Pin bowling
Spot bowling
Converting spares

CLASS ORGANIZATION AND MANAGEMENT *(See Figs. 45 through 48)*

Practice skills in accordance with the amount of equipment and number of trainers available. Where equipment is in short supply, or space available is limited, squads may practice with trainers on a rotating basis. (Fig. 45)

(Continued on page 121)

SCOPE AND SEQUENCE Bowling
(Grade Placement of Skills)

GUIDE
B — Basic Skills
I — Intermediate Skills
A — Advanced Skills
O — Optional Skills
R — Review of Skills
X — Taught in all Grades

SKILLS Bowling	JUNIOR HIGH SCHOOL GR. 7	GR. 8	GR. 9	SENIOR HIGH SCHOOL GR. 10	GR. 11	GR. 12
	Per	15 Per	Per	15 Per	Per	Per
LEAD UP ACTIVITIES						
STANCE						
Erect		B		R		
Semi-Crouched				O		
Crouched				O		
TYPES OF BALL DELIVERY						
Straight Ball		B		R		
Hook Ball				I		
Four-Step Delivery		B		R		
Three- and Five-Step Deliveries				O		
RELEASE OF THE BALL						
Straight Ball		B		R		
Hook Ball				I		
Curve Ball				A		
FOLLOW-THROUGH		B		R		
PIN BOWLING				A		
SPOT BOWLING				I		
PIN FALLS				I		
Left Side Spares				I		
Right Side Spares				I		
Converting Splits				I		

NOTE: Advanced skills on a selective basis

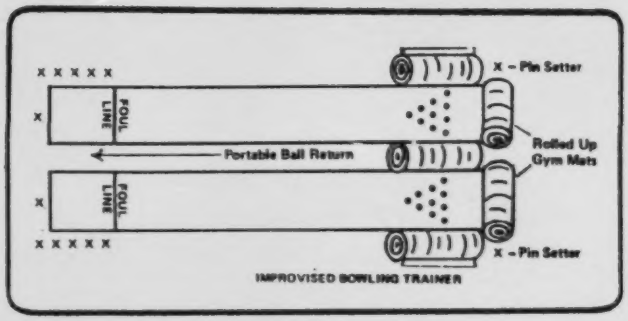


Fig. 45

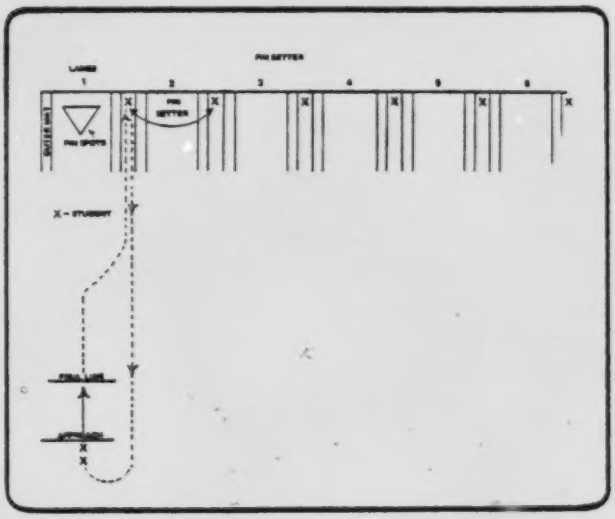


Fig. 46

Space the class in shuttle-relay formation with the teacher standing between the squads. The first relay team bowls rubberized bowling balls to opposite team on signal from teacher. Opposing team stops the balls with a trap by placing the sole of the foot, as in soccer, at the top side of the ball. Students, on signal, then return the ball. After bowling, the students go to the end of their lines.

Plan lessons in progression of difficulty, so that students improving their basic skills may be allowed the use of the available trainers.

Use trainers *without* pins to teach stance, approach with the armswing, and follow-through.

All students take turns as setters and, using adapted lanes, return the balls and set up pins.

Have waiting students sit to one side behind the foul line to clear the view of the entire lane.

Scoring

A game consists of 10 frames. Each box on the score-sheet represents one frame.

Maximum number of balls rolled in each frame is two. (See exception in the sixth paragraph.)

If you roll a strike—all 10 pins on the first ball—a score of 10 is earned, *plus* the number of pins knocked down on your next two balls. You are entitled to add the figure for these two balls to the 10 when you figure your score for that frame. For the second frame, you add that frame's score to the first frame's total. The maximum possible score is 30—representing three strikes in a row. When this occurs, repeat the scoring process for a strike in the second frame and that for a spare in the third frame. An "X" is placed in the frame box when a strike has been rolled. *(See Fig. 49)*

If you get a spare—knock down 10 pins on two rolls—a score of 10 is earned, *plus* the number of pins knocked down on the next ball. The maximum possible score is 20—for a spare followed by a strike. The score is entered in the frame after you have bowled the next ball. A diagonal line is placed in the frame box to indicate a spare. (Fig. 49)

When you fail to knock down all 10 pins with two balls, you simply record the number of pins, placing the two figures in the small box in the frame. (Fig. 49)

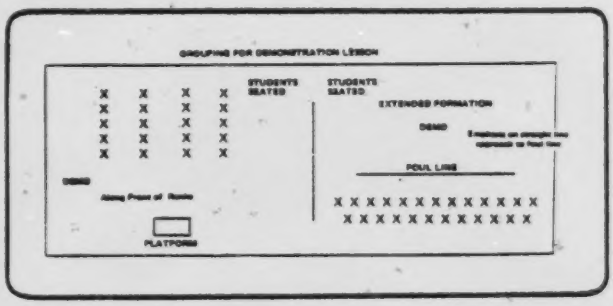


Fig. 47

In the tenth frame, if a bowler gets a strike on the first ball, he/she may roll *3* balls, and is entitled to a score of 10, *plus* the number of pins knocked down in two more balls. For a spare, he/she rolls *one* extra ball.

Average a score for the season by dividing total number of pins by number of games bowled in that season.

Be sure to add each frame score to the previous one, so that the game score progressively increases through the game.

INSTRUCTIONAL MATERIALS

Bowling trainer and cage
Improvised bowling trainer and cage *(See Fig. 45)*
Duck pins and softballs
Bowling balls (five-pound) and bowling pins
Plastic bowling ball and plastic pins with net backstop
Portable return equipment, to be used with trainer
Pressure-sensitive tape for pin and floor markings
Scoring sheets and crayons
Rolled-up gymnasium mats
Overhead projector, tapes and films
Loop films, eight mm., and projector
Portable chalkboard
Bulletin board
Books for activity library

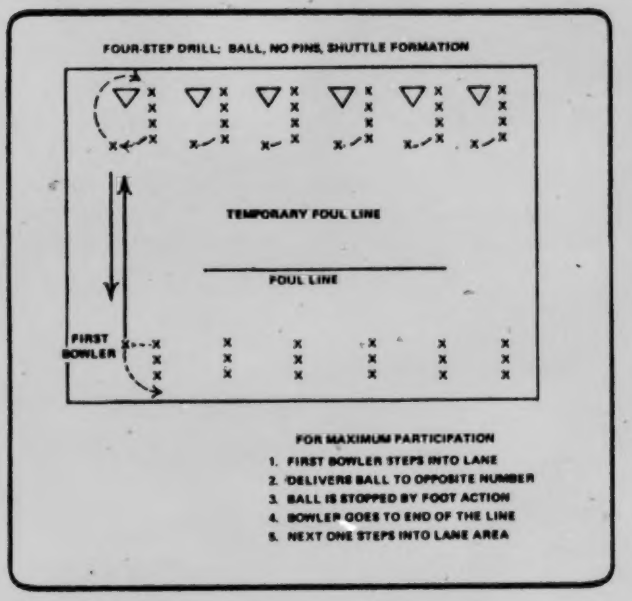

FOUR-STEP DRILL: BALL, NO PINS, SHUTTLE FORMATION
TEMPORARY FOUL LINE
FOUL LINE
FIRST BOWLER
FOR MAXIMUM PARTICIPATION
1. FIRST BOWLER STEPS INTO LANE
2. DELIVERS BALL TO OPPOSITE NUMBER
3. BALL IS STOPPED BY FOOT ACTION
4. BOWLER GOES TO END OF THE LINE
5. NEXT ONE STEPS INTO LANE AREA

Fig. 48

SAFETY

Place bowling areas along the walls or in the corners of the gymnasium, taking special care to keep the area free from other activities.

Use softballs or rubber bowling balls for beginners to provide a feeling of the delivery process.

Teach the proper method of stopping a rolling bowling ball, using the sole of the foot as in a soccer trap. Stress that hands or fingers should not be used in stopping a rolling ball.

Make certain that bowlers make their delivery in proper order and upon signal from the teacher. Students waiting their turn should be in back and at the side of the bowler, with a foul line established to guide their formation.

Take the following precautions with an adapted bowling trainer:

Have the pin setter leave the area immediately after setting up the pins;

Permit nobody in back of the cage. The pin setter should stand in *back and to one side* of the cage;

Have the ball rolled back gently down the portable ball return.

Have a Leader give the signal to bowl after first looking to make sure the area is clear.

TEACHING SUGGESTIONS

Organize a coeducational club with games and tournaments, including an open intramural tournament arranged by handicaps.

Stress fundamental movements in bowling such as the grip, the four-step delivery, and the follow-through. Give individual cues and corrections.

Aim for a smooth, easy, unhurried delivery of the ball.

Emphasize the straight ball delivery until this is mastered.

Arrange to have the class visit local bowling alleys to apply learned skills. Safety precautions and game courtesies should be taught before such visits are made.

Teach the hook delivery on alley lanes since this skill is more difficult to master and the results become more apparent on the lanes.

Have advance or selective classes concentrate on advanced skills such as various splits and spot bowling.

EVALUATION

Oral or Written Testing

History of the game
Basic rules and scoring
Terminology
Safety
Officiating techniques
Selection and care of equipment
Strategies

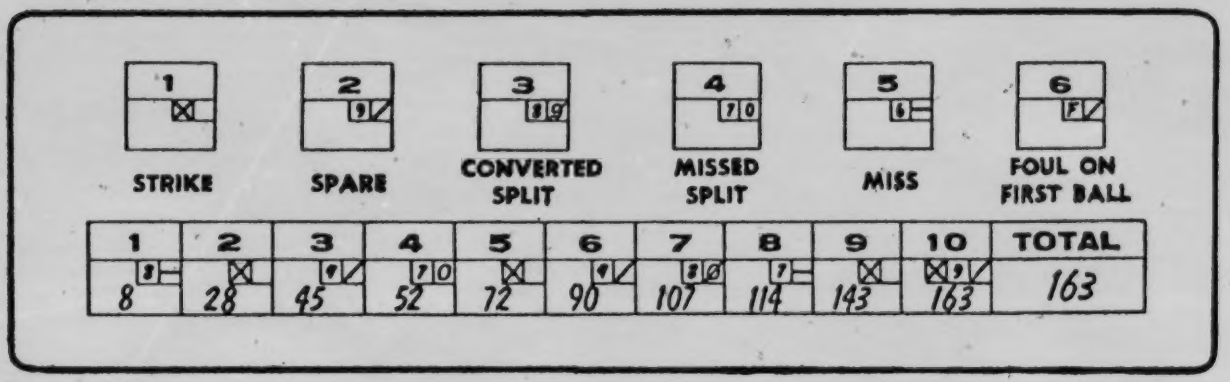


Fig. 49

Performance Testing **Game Situation Drills**

Skills Testing

Suggested standards for observation of student's technique

Does the bowler:

stand in back of the foul line at about ten to twelve feet?

point the left foot directly at the target, with shoulders squared and parallel to the foul line?

step forward with a short slow step with the right foot, while pushing the ball away with a smooth motion?

adjust the starting position to get the proper angle?

use a pendulum swing of the arm?

use the four-step approach properly?

let the weight of the ball bring the ball down and forward?

follow through smoothly while bringing the hand up in front of the face and holding the position until the hit is noted?

use the same delivery for strikes and spares?

GOLF

HISTORY

The game of golf is thought to have originated in Scotland in the fourteenth or fifteenth century. It was introduced in the United States by a Scotsman living in Yonkers, New York, in 1888. In recent years interest in the game has flourished, and many new public courses have been opened. There are eleven public courses in New York City. Students may now obtain junior golf permits at a reduced rate for these courses, which are also available for interschool team competition.

Golf has taken its place in the school program as a worthwhile leisure-time activity. With the increase in interest and popularity, the sport has become an integral part of the curriculum. The limitations of space and equipment, however, demand teacher creativity and ingenuity to find alternative uses for space to teach golf to an average-sized class. (Figures in this unit give suggested spatial arrangements.)

The game offers many attractions. The natural beauty of the settings of our city's courses provides an atmosphere that adds to relaxation and esthetic appreciation. The game can be played alone, in competition with a partner, or in teams. The sport demands motor coordination, skill of movement, and mental discipline and concentration. The sport can be played throughout the adult life of the individual.

GOAL SETTING

Use grade achievement standards and scope and sequence charts to establish unit goals. Pretest students and use data for ability grouping and as a base for recording individual skills progress. Continue to set limited, achievable goals as students progress toward unit goals.

GRADE ACHIEVEMENT STANDARDS

Grade 8

Basic rules; etiquette and courtesies of the game
Care and purchase of equipment
Safety precautions
Grip
Stance
Basic swing
Use of the various clubs

Grade 11

Special use of the irons
Use of the wedge
Sand shots
Hitting from various lies
Use of fairway woods
Correction of common errors

(Continued on page 127)

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SCOPE SEQUENCE Golf
(Grade Placement of Skills)

GUIDE

B — Basic Skills
I — Intermediate Skills
A — Advanced Skills
O — Optional Skills
R — Review of Skills
X — Taught in all Grades

SKILLS Golf	JUNIOR HIGH SCHOOL GR. 7	GR. 8	GR. 9	SENIOR HIGH SCHOOL GR. 10	GR. 11	GR. 12
	Per	15 Per	Per	Per	15 Per	15 Per
LEAD UP ACTIVITIES AND EXERCISES		B			R	R
GRIP		B			R	R
STANCE						
Square		B			R	R
Closed—Uses						A
Open—Uses						A
SWING						
Backswing		B			R	R
Downswing		B			R	R
Putting		B			R	R
Elementary Use of Irons		B			R	R
Special Use of Irons					I	A
USE OF THE WEDGE					I	A
PITCHING AND CHIPPING						
Pitch-and-Run					I	R
Pitch with Backspin						A
SAND SHOTS					I	A
Explosion					I	A
Long Shots from Sand						A
LIES						
Downhill					I	R
Uphill					I	R
Sidehill					I	R
Tight Lies on Fairway						A

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SKILLS Golf	JUNIOR HIGH SCHOOL GR. 7	GR. 8	GR. 9	SENIOR HIGH SCHOOL GR. 10	GR. 11	GR. 12
	Per	15 Per	Per	Per	15 Per	15 Per
USE OF FAIRWAY WOODS					I	R
CORRECTION OF ERRORS						
Slice, Hook					I	R
Smother					I	R
Topping the Ball					I	R
Shank						A
CULMINATING ACTIVITIES						
Games, Tournaments		X			X	X

NOTE: It is suggested that intermediate and advanced skills be taught on a selective, optional, or elective basis.

Grade 12

Open and closed stances and their uses
Special use of the irons
Advanced use of the wedge
Pitch shot; with backspin
Hitting from eight lies on the fairway
Correction of errors; the shank, the hook, the slice

CLASS ORGANIZATION *(See Figs. 50 and 51)*

Enlist the aid of local groups, parents, and managers of driving ranges to obtain necessary materials and equipment.

Demonstrate such things as stance, the grip, and basic swing without a club. Use parallel line formation to make corrections.

Place left-handed hitters at the extreme ends of lines, or in a semicircle formation leaving room between left-handers and others.

Allow at least twelve feet between students.

Train the class early in the unit to avoid swinging except on command of the teacher.

Assign Leaders to act as "super safety spotters."

Rope off, or use rubber traffic stanchions to mark off, areas used for practice of shooting skills.

Rotate squads to perform different skills such as chipping and putting.

Pair players so that one player retrieves the balls and waits in a safe position until after the other completes hitting.

Assign the retriever to act as a safety spotter to prevent other students from wandering into the hitting area.

Indoors, for easy and swift retrieval of the ball, plan to hang a long canvas from pulleys, with the bottom of the canvas rolled up, to prevent the ball from rebounding against the wall.

Outdoors, have students arrange themselves in opposite files and hit plastic balls back and forth toward each other.

Plan to convert the outdoor field, if available, to an improvised course.

INSTRUCTIONAL MATERIALS *(See Figs. 52 and 53)*

Strips of carpeting for putting
Driving cage (the folding type is recommended). Make certain that the canvas and netting are not torn.
Plastic and regulation golf balls
Driving mats and tees (These may be improvised from cocoa door mats or rubber strips.)
Rubber driving tees
Used rubber gym mats
Tethered golf balls
Stick-on practice screens
Assorted wood and iron clubs
Simulated driver gauge
Putting cups and discs

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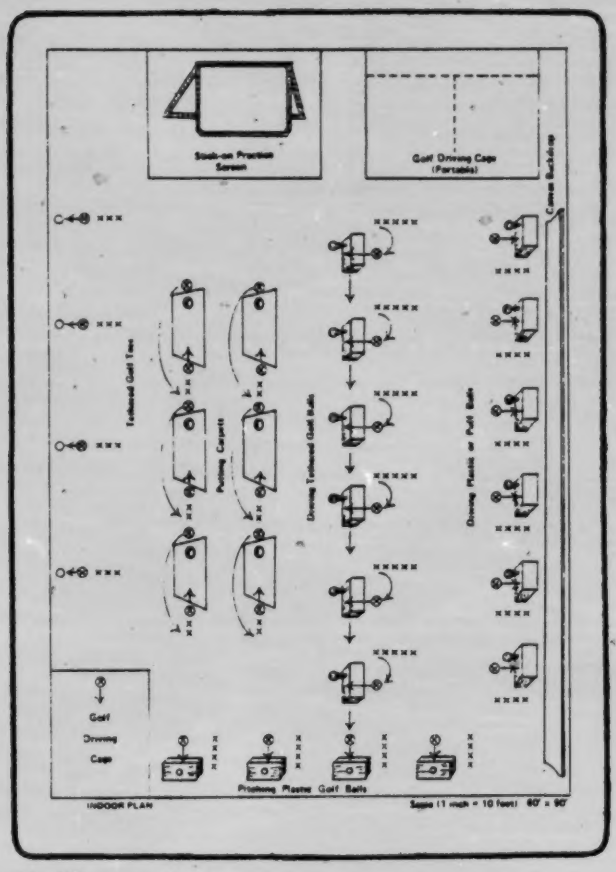

Fig. 50

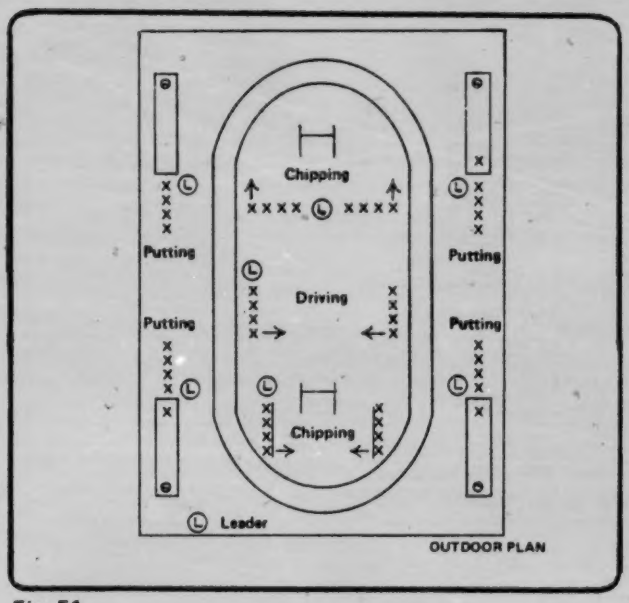

Fig. 51

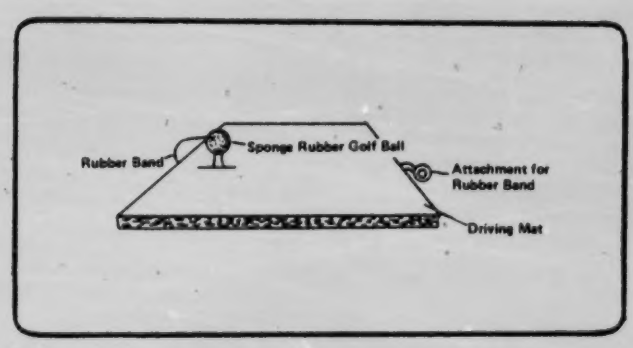

Fig. 52

SAFETY

Place ropes or traffic stanchions to outline safety areas beyond which there may be no encroachment.

Have students check their area before taking any practice swings.

Stress that a player must never walk ahead of anyone making a golf shot.

Instruct students how to use each club safely before they are permitted to perform.

Advise students that if they hit a ball and there is danger that it may strike someone, they must loudly call "FORE," as a warning—*Fore* is an abbreviated form of forewarned.

Have balls, particularly those used indoors, retrieved on signal.

Make certain that the area into which the student is hitting has been cleared and students forewarned before a shot is made, even with plastic balls.

PLAYERS ETIQUETTE

Golf is usually played by four people called a *foursome*. There will be many foursomes on a course at one time. Playing is more enjoyable and safe if all golfers follow rules of etiquette. Observance of these rules shows consideration for other players on the course.

Learn the rules of golf and abide by them.

When a golfer is making a shot, stand quietly away behind the player and not in a position where the ball might strike you.

Golf requires concentration; do nothing that will disturb the player.

Wait until the players in front of you are out of range before playing your stroke.

When you have finished playing a hole, replace the flag in the cup and leave the green *immediately*. Mark your scores on the score card at the next tee.

If you dig any turf (divot), replace it and press it down with your foot.

Be careful how you walk on the putting green. Try not to mar the surface in any way. Never walk or stand near the cup.

After you have made a stroke in the sand trap, smooth out all marks made in the trap.

If a member of your group is looking for a ball, help in the search. If you are delaying the players behind you, signal them to pass. Wait until they are out of range before continuing with your play.

Play without delay. If you are a beginner, and players behind play faster, invite them to play through.

TEACHING SUGGESTIONS

Plan visits to local golf courses or driving ranges.

Plan parent-student tournaments and play days.

Assign class to watch T.V. golf tournaments and to report to the class.

Plan to have students actually play the game as early in the unit as possible.

Start basic warmups such as hip rotation, arm pulls and swings for maximum student activity.

Use simple, understandable terms in describing position and movement.

A pliable "stick figure" can be used to advantage to illustrate the position of the body at each stage of the backward and forward motion of the swing.

Stress that attention should be given to the basic breakdown of the swing, but students should use the whole swing to develop the "feel" of the swing. Fluid motion, rather than thinking of how the body is positioned at each step of the swing, must be developed for a good swing.

Have students who miss the ball repeatedly take a shorter swing by choking up on the club until success is achieved.

Correct common errors after the class has practiced the swing.

Exercises To Develop Proper Form In The Swing

To get the feel of keeping their heads stationary, have students stand about 12 inches from the wall, and simulate a swing, keeping their foreheads fixed. Or place a long ruler flat against the forehead while the student swings.

Have students swing holding on to a paper towel to get the feel of a fixed left arm.

Use mirror placed against the wall to enable golfers to see their own forms.

Use a weighted driver to strengthen wrist and forearm and to promote club head feel.

Have students practice the swing with the eyes closed to develop the "feel" and proper neuromuscular coordination.

Have the students pause at the top of the swing to develop a slow backswing.

Have the students swing using only the left arm to develop proper "pull."

Place a tennis ball under the right armpit to overcome the defect of a "flying right elbow" during practice swing.

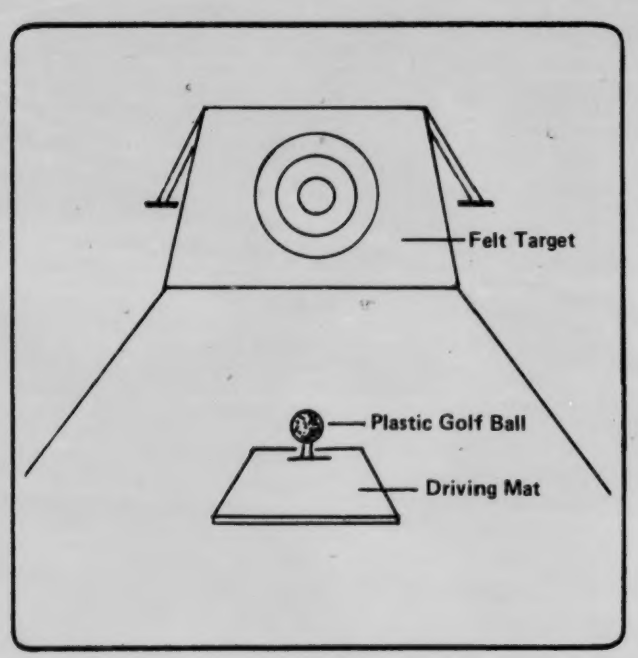

Fig. 53

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EVALUATION

Oral or Written Testing

History of the game
Basic rules and scoring
Terminology
Safety
Selection and care of equipment

Performance Testing Game Situation Drills

Skills Testing

1. **Putting Test**

At a distance of ten feet, score the number of successful putts into a putting cup or disc on the carpet. Score two points for a successful putt, and one point if the ball hits the cup or disc but doesn't go in; score a zero if ball fails to hit the disc.

2. **Chipping Test**

From a distance of ten feet, mark concentric circles on the wall or on a mat, with diameters of two, four, and six feet. The object is to chip a puff ball or a plastic golf ball from the driving mat, using a rubber tee, and hit the innermost circle. The circles are scored five (for the innermost one), three, and one. Allow the student five trials.

3. **Driving Accuracy Test**

This test can only be given in a driving cage. From a distance of twelve feet, drive the ball to hit the innermost of three concentric circles, with diameters of two, four, and six feet. Score five for the smallest circle, then three and one. Each student gets five trials.

HANDBALL AND PADDLEBALL

HISTORY

Throughout the ages people have played games with balls that they could strike, throw, or bat against a wall. A form of handball was played in ancient Rome, using the marble walls of the popular baths. Handball, the four-walled variation, was played in Ireland during the tenth century. The game was known as "fives" since the ball was struck with all five fingers. Baseball and cricket are thought to have evolved from the game of fives.

In the middle of the nineteenth century, the Irish immigrants brought the game to the United States. Later one-wall handball was introduced at the beach resorts of Brooklyn in the 1880's, and soon grew in popularity throughout the country.

The sport requires little equipment—only a wall and a ball. In most schools the students play the game using the "pink" ball; in interscholastic play the small black regulation ball is used. Gloves must be used in this faster and more scientific game, one that demands precision, quickness of movement, speed, agility, and good hand-eye-arm coordination. Handball has indeed become a mainstay of leisure-time activities.

In recent years the game of paddle handball has become popular in the East. It has the advantage of being a very fast game, with little damage or injury to a player's hands. The establishment of the United States Paddleball Association (USPBA) and the American Paddleball Association (APA) attest to the sport's growing popularity.

GOAL SETTING

Use grade achievement standards and scope and sequence charts to establish unit goals. Pretest students and use data for ability grouping and as a base for recording individual skills progress. Continue to set limited, achievable goals as students progress toward unit goals.

GRADE ACHIEVEMENT STANDARDS

Grade 7

History and development of the game
Rules, scoring, and courtesies
Safety precautions in playing the game
Stance and footwork for receiving the serve
Moving into position for the hit

(Continued on page 133)

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SCOPE AND SEQUENCE Handball

(Grade Placement of Skills)

GUIDE

B — Basic Skills
I — Intermediate Skills
A — Advanced Skills
O — Optional Skills
R — Review of Skills
X — Taught in all Grades

SKILLS Handball	JUNIOR HIGH SCHOOL			SENIOR HIGH SCHOOL		
	GR. 7	GR. 8	GR. 9	GR. 10	GR. 11	GR. 12
	15 Per	Per	15 Per	Per	Per	Per
STANCE AND FOOTWORK						
Readiness for Receiving Serve	B		R			
Running into Position for the Hit	B		R			
Step, Swing, and Follow Through	B		R			
USE OF THE HAND IN HITTING THE BALL						
Flat Hand Stroke	B		R			
Semi-Cupped	B		R			
Fist or Punch			I			
STROKES						
Sidearm Swing	B		R			
Bent Arm Overhead and Full Arm Overhead	B		R			
Full Arm Underhand			I			
Straight Arm Underhand			I			
Use of Left Hand (Right)	B		R			
SERVE						
The Ball Drop	B		R			
Sidearm Basic Serve	B		R			
Overhead Serve with High Bounce	B		R			
Underhand Serve			I			
Chop and Spin Serves			A			
Low Drive Serve			I			
High Lob Serve			I			

NOTE: Handball and/or Paddleball advanced skills and tournament play may be scheduled as either a selective or elective activity in the optional program for 11th and 12th years.

SKILLS Handball	JUNIOR HIGH SCHOOL GR. 7	GR. 8	GR. 9	SENIOR HIGH SCHOOL GR. 10	GR. 11	GR. 12
	15 Per	Per	15 Per	Per	Per	Per
BASIC SHOTS						
Kill Shot	B		R			
Passing Shot	B		R			
Volley Off Wall—High, Sidearm, Underhand			A			
STRATEGY FOR SINGLES AND DOUBLES PLAY	B		I			
CULMINATING ACTIVITIES						
Games and Tournaments	X		X			

Flat and semi-cupped use of the hand
Basic sidearm and overhead swings
Sidearm and overhead serves
Passing and kill shots
Strategy for singles and doubles play

Grade 9

Use of the fist or punch shot
Underarm strokes
Underhand serve
Chop and spin serves (advanced)
Low drive serve
High lob serve
Techniques of volleying off the wall
Strategy for singles and doubles play

CLASS ORGANIZATION AND MANAGEMENT

Organize the groups so that four players are practicing while a group of four players is standing by. Alternate groups.

Use available indoor space even if it is not the dimensions of the regulation court.

Paddleball *(See Fig. 54)*

The regulation paddleball court is the same size as the regulation handball court: 34 feet long, 20 feet wide, with a 16-foot-high wall. The short line is 16 feet from the wall; and a marker on either sideline of the court, 9 feet behind the short line, represents the area within which the server must contact the ball.

The paddle itself cannot be longer than 17½ inches or have any stringing, such as a tennis racquet. Any exposed wooden or metal edges must be covered with tape.

A game is won by the first side scoring 21 points, and only the side serving may score points. The game may be unofficially modified to 11 or 15 points as a winning total.

Unlike handball, a game in paddleball must have a 2-point margin of victory.

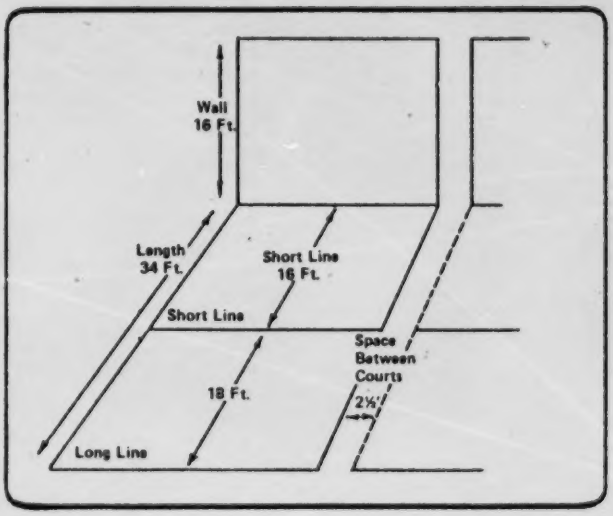

Fig. 54

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SCOPE AND SEQUENCE Paddleball
(Grade Placement of Skills)

GUIDE

B — Basic Skills
I — Intermediate Skills
A — Advanced Skills
O — Optional Skills
R — Review of Skills
X — Taught in all Grades

SKILLS Paddleball	JUNIOR HIGH SCHOOL GR. 7 15 Per	GR. 8 Per	GR. 9 15 Per	SENIOR HIGH SCHOOL GR. 10 Per	GR. 11 Per	GR. 12 Per
THE GRIP						
Choke	B		R			
Eastern	B		R			
Backhand	B		R			
Power Grip			I			
THE SWING						
Forehand with Choke Grip	B		R			
Forehand with Eastern Grip	B		R			
Backhand	B		R			
Backhand Loop			I			
Forehand Swing with Power Grip			I			
Opposite Hand or Switch Forehand			A			
STANCE AND FOOTWORK	B		R			
BASIC SHOTS						
Volley	B		R			
Close-In Shot	B		R			
Back Court	B		R			
Volley From Face or Chest			A			
Half Volley			A			
Short Hop Shot			I			
ADVANCED SHOTS						
Overhead Return			A			
Overhead Lob			A			
Overhead Drive			A			

SKILLS Paddleball	JUNIOR HIGH SCHOOL GR. 7	GR. 8	GR. 9	SENIOR HIGH SCHOOL GR. 10	GR. 11	GR. 12
	15 Per	Per	15 Per	Per	Per	Per
Overhead Drop			A			
The Lob and Deep Lob			A			
Overhead Smash			A			
Retrieve of the Lob			A			
THE SERVE						
Overhead Serve	B		R			
Sidearm Serve	B		R			
Placement of the Serve	B		R			
Underhand Serve			A			
Mixing the Serve			I			
SINGLES AND DOUBLES STRATEGY	B		I			
CULMINATING ACTIVITIES						
Games and Tournaments	X		X			

NOTE: Paddleball and/or handball advanced skills and tournament play may be scheduled as either a selective or elective activity in the optional program for 11th and 12th years.

INSTRUCTIONAL MATERIALS

Sufficient supply of handballs or pink balls for practice
Pressure-sensitive tape for floor and wall markings
Handball gloves
Paddles for paddleball
Chalk for outdoor floor markings
Handball bulletin board
8 mm. loop films

SAFETY

Check equipment and paddles before and after class play and drill.

Make sure edges of paddles have rubber bindings or are taped with black rubber tape.

Mark or rope off areas so that students are not permitted to cross the court while play is in progress.

Check that students wear gloves when playing regulation handball.

Stress that it is illegal and dangerous for a player to move into the path of another player who is hitting the ball.

Teach the use of the safety block.

> Whenever a situation occurs that may result in injury, you are privileged to call a safety block.
>
> Every player is entitled to a full backswing; and if your swing is impeded, call a safety block.
>
> Swinging a wooden paddle is more dangerous than swinging a hand. Therefore, in paddleball call a safety block if you anticipate any danger.

Enforce the rule that no player should ever take a second swing at the ball; this constitutes a hazard.

TEACHING SUGGESTIONS

Handball

Have students use elementary strokes—throwing the ball against the wall; stroking the ball from high, low, and waist-high positions.

Develop strength in the left hand for right-handed students. Have them throw the ball against the wall with the left hand.

Use practice drills such as volleying. Alternate right and left hand for practice in the use of both hands.

Give cues and make general and specific corrections.

Stress ball control rather than power for all beginners.

Paddleball

Review the grip for tennis, the same as for paddleball.

Review the forehand and backhand drives used in tennis.

Demonstrate that positioning the body to strike the ball is similar in handball and paddleball.

Indicate the differences in rules (which are slight) between the two games.

Start with singles play; it allows for greater safety in swinging the paddles.

EVALUATION

Oral or Written Testing

History of the game
Basic rules and scoring
Terminology
Safety
Officiating techniques
Selection and care of equipment
Strategies

Performance Testing Game Situation Drills

Skills Testing

1. **Accuracy Service**

Divide the area behind the short line into six equal sections. Direct the players to serve, in turn, to each section. Score one point for each successful serve to a specified section.
Each student gets ten tries at serving.
Score one point for each successful accuracy serve.

2. **Speed Volley Test**

The player stands behind the short line, throws the ball to the wall, and then hits the ball with either hand continuously for thirty seconds. Score the number of times that the ball hits the wall. Score two points for each shot hit behind the short line, and one point for each hit in front of the short line.

3. **"Keep It Up" Ball Control**

The player stands behind the short line, throws the ball to the wall, and then hits the ball back against the wall. The player may volley the ball. Score the number of times the player hits the ball consecutively within the court.

TENNIS

HISTORY

Tennis probably had its origin in a form of handball. In France the game was changed by adding paddles or racquets to protect the hands.

Tennis is a game that demands fitness and stamina, quick reflexes, and good coordination; yet it is adaptable in pace and can be enjoyed by all. The game is increasing in popularity because of the greater publicity and television coverage of both amateur and professional tennis events.

Another contributing factor in the growth of tennis as a recreational activity is the decrease in maintenance costs for courts surfaced with new synthetic materials. Construction of plastic-bubble—enclosed courts has also contributed to more numerous and less costly spaces for year-round play.

GOAL SETTING

Use grade achievement standards and scope and sequence charts to establish unit goals. Pretest students and use data for ability grouping and as a base for recording individual skills progress. Continue to set limited, achievable goals as students progress toward unit goals.

GRADE ACHIEVEMENT STANDARDS

Grade 7

Forehand stroke
Backhand stroke
Basic flat serve
Game strategy
Lead-up games and drills

Grade 9

Moving into position for the stroke
Twist serve—introduction
Review of basic skills

Grade 11 or 12

Two-hand backhand
Backhand with spin
Twist serve
Overhead smash
Net game—moves and strategy

CLASS ORGANIZATION AND MANAGEMENT

Space *(See Figs. 55 through 58)*

Secure park department permits so that classes can be held on public facilities. Be innovative in using available space.

Limit the size of instructional groups depending on available space.

(Continued on page 139)

SCOPE AND SEQUENCE Tennis
(Grade Placement of Skills)

GUIDE

B — Basic Skills
I — Intermediate Skills
A — Advanced Skills
O — Optional Skills
R — Review of Skills
X — Taught in all Grades

SKILLS Tennis	JUNIOR HIGH SCHOOL GR. 7 15 Per	GR. 8 Per	GR. 9 15 Per	SENIOR HIGH SCHOOL GR. 10 Per	GR. 11 15 Per	GR. 12 15 Per
FOREHAND STROKE: EASTERN FOREHAND						
Grip	B	R			R	R
Stance	B	R			R	R
Backswing	B	R			R	R
Forward Swing and Follow Through	B	R			R	R
Moving Into Position for Stroke	B	I			R	R
BACKHAND STROKE						
Grip	B	R			R	R
Stance	B	R			R	R
Backswing	B	R			R	R
Forward Swing and Follow Through	B	R			R	R
Two-Hand Backhand					A	R
Backhand With Spin						A
THE SERVE						
Rules and Faults	B	R			R	R
Basic Flat Serve	B	R			R	R
Body Position Placement of Feet	B	R			R	R
The Grip	B	R			R	R
Arm Movement in Tossing the Ball	B	R			R	R
Movement of the Racquet Arm	B	R			R	R
Twist Serves					A	R
VOLLEY: HIGH AND LOW					I	R
LOB					I	R
OVERHEAD SMASH						A
NET GAME						A
CULMINATING ACTIVITIES						
Games, Tournaments	X		X		X	X

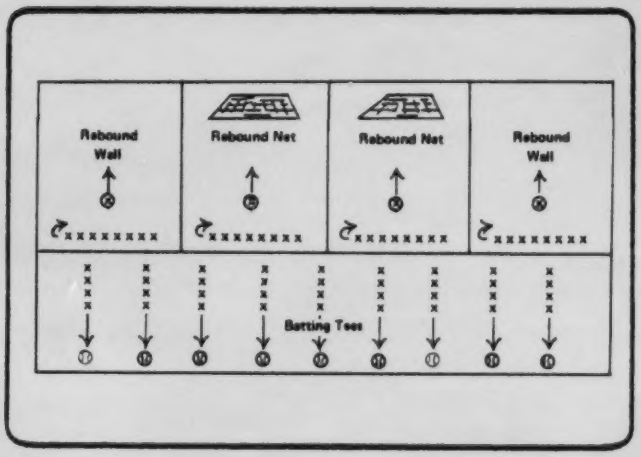
NOTE: It is suggested that basic skills may be given in Grades 7 and 9, with extensive opportunity for practice of basic skills. Intermediate and advanced skills may be given in Grades 11 and 12 as optional, selective, or elective.

Use gymnasium or outdoor handball walls for practice and instruction, and mark with a line at the height of the net—three and one half feet. If lines cannot be painted, use erasable colored chalk.

Use semi-circle formations to demonstrate fundamental skills such as the grip, ball-tapping, and the forehand swing.

When using the open formation, take care to place left-handed students on the other side of the gymnasium, allowing sufficient space to prevent injury to right-handers swinging on the other side.

For mimetic practice and footwork drills, use floor or spot formation.



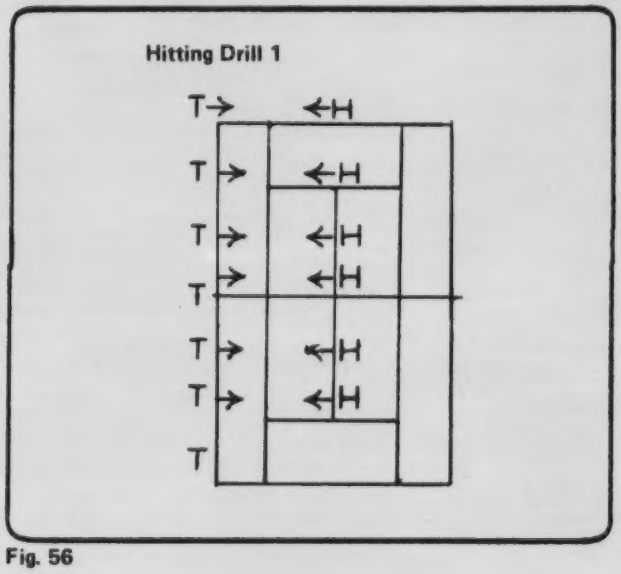


Fig. 56

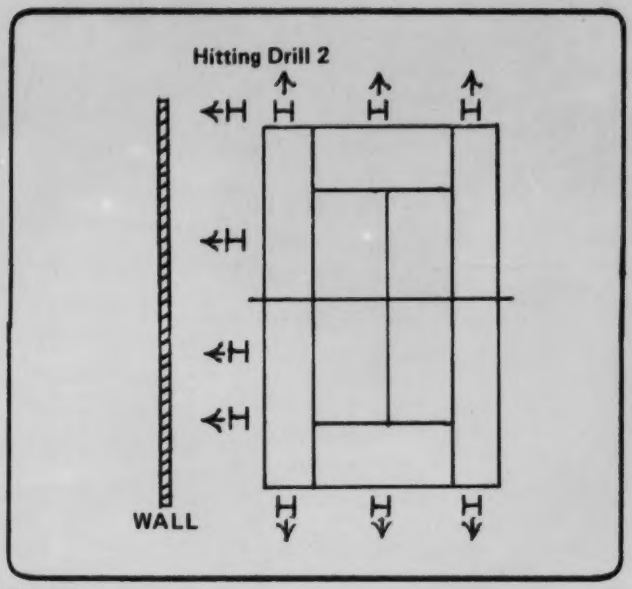


Fig. 57

Retrieving Balls *(See Fig. 59)*

Outdoors, when courts are available, Leaders may stand on one side of the net and feed balls to two or three players on the other side of the net; players alternate in retrieving balls.

One student may drop the ball for a second student to hit against a wall, with a third student to act as retriever. Students rotate positions.

Have students work in pairs retrieving balls, etc. Four players may be assigned to a wall.

Use practice tee with tethered balls to eliminate the problem of retrieving flying balls.

INSTRUCTIONAL MATERIALS

Flat wall space for elementary swing practice
Tumbling mats hung on the wall to soften rebound
Nets (Particularly valuable is a new product which enables nets to be installed without floor plates, and in any area of indoor space.)
Floor markings using pressure-sensitive tape
Tether ball hung from climbing-rope supports
Dyed tennis balls for assignment to different groups
Mirrors to enable student to see form in the swing
Fisherman's landing net for picking up balls
Stroking practice tee—a secured ball, attached top and bottom to a base with heavy rubber bands
Ball-throwing machine

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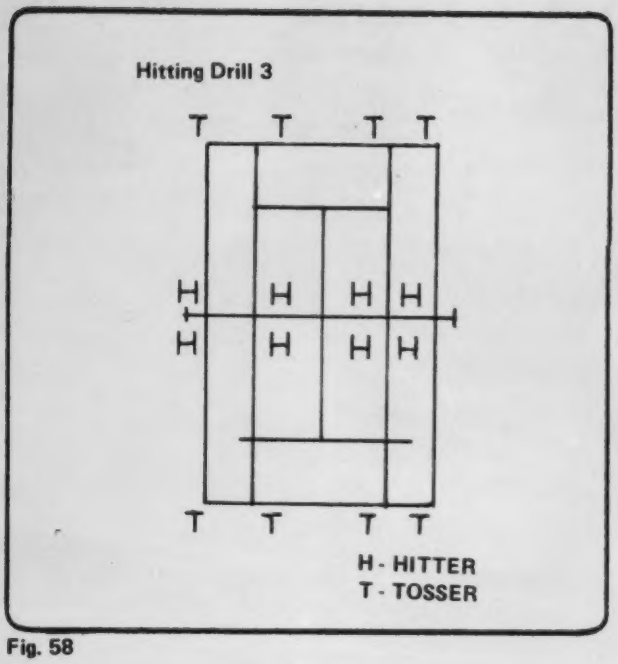

Fig. 58

Rebound net
Suspended ball from a fixed bracket arm to teach the swing in the serve
Sufficient rackets for group use
Sufficient tennis balls for efficient mass instruction
Tennis line marker or permanent plastic tapes
Wall charts showing elements of the swing and footwork
Heavy steel chain nets which can be permanently fixed to outdoor posts
Lines drawn at a height of three feet against a flat wall or handball wall
Rules books
Ball bags
Caliphone for rhythmic stroking drills

SAFETY

Check that students are spaced sufficiently far apart to prevent hitting each other with racquets. Allow ten feet between students.

Use related conditioning exercises to avoid strains and sprains.

Insist upon proper footgear for suitable traction.

Stress control in stroking the ball to cut down on incidence of wild hitting and wild balls.

In doubles play, teach proper positioning of players.

In using a wall for practice, the same type of instruction must be given.

Do not allow retrieving of balls when others are swinging.

Do not permit leaning on or jumping over the net.

Do not allow students to stand or walk behind, or in front of, players on the court.

Forbid play on wet courts.

Check the proper handle size and grip to prevent blisters.

Make provision for left-handed players to be placed in the same line or at the end of the line.

Insist that the class stop swinging racquets upon signal.

TEACHING SUGGESTIONS

(See Figs. 60 through 63)

Arrange for field trips to tennis clubs.

Encourage and assist students in obtaining tennis permits from the park department.

Use paddle tennis and paddle handball as leadup games that require smaller areas than tennis.

Use diagrams on the floor or chalkboard to explain game and strategy.

Progress from simple swing drills without a ball and racquet, to swing drills using a racquet and then to hitting drills. The progression for ground strokes should be:

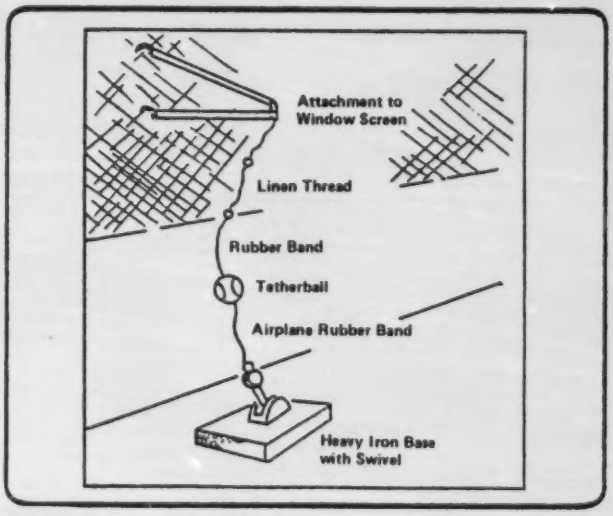

Fig. 59

the swing
hitting a dropped ball
hitting a ball tossed by a partner
running to hit a tossed ball by a partner
rallying against a practice wall or on the court

Introduce use of the forehand and backhand in conjunction with lessons on footwork.

In inclement weather, present lessons on scoring, rules, courtesies, and strategies in singles and doubles play.

Have students play the game as soon as possible, even in its rudimentary form, so that fun and enjoyment may be concomitant with skills development.

Stress ball control, not power.

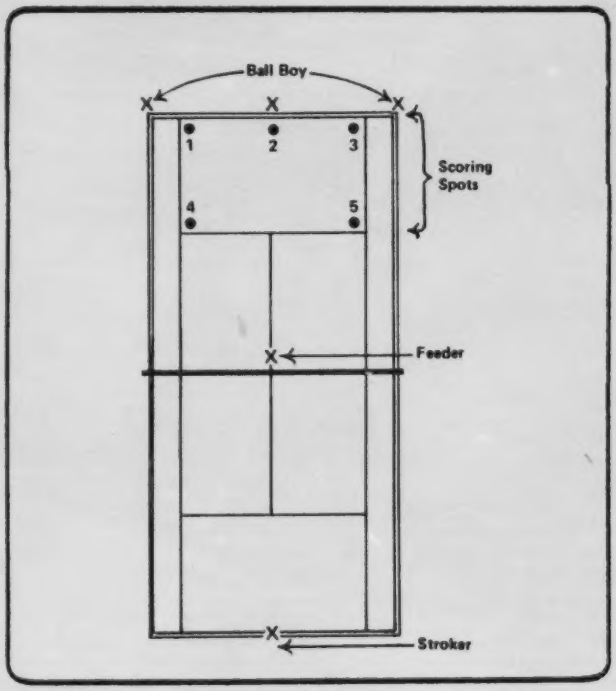

Fig. 60

EVALUATION

Oral or Written Testing

History of the game
Basic rules and scoring
Terminology
Safety
Officiating techniques
Selection and care of equipment
Strategies

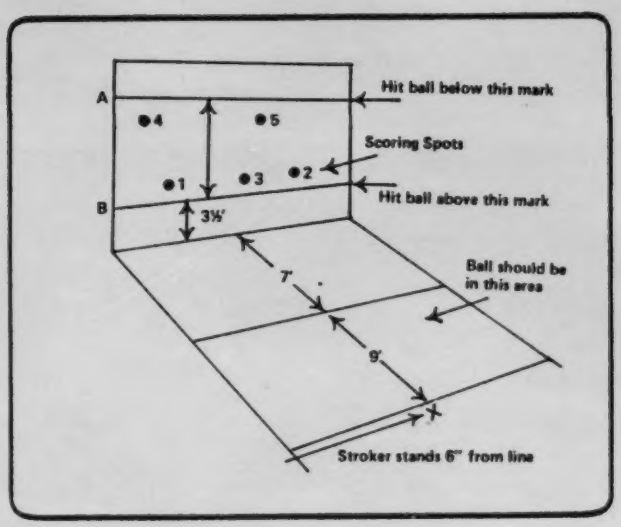

Fig. 61

Performance Testing Game Situation Drills

Make an objective checklist for observing playing skills during a short play period. Four students can be tested by having them play a five-minute doubles game. *(Fig. 63)*

Observe the following.

Does the player:
hold the racquet with the correct grip?
use good footwork and body position in readiness to hit the ball?

Does the player:
step into the ball at the start of the forward swing?
have a level swing of the racquet?
meet the ball with the racquet waist-high, even with the foot forward?
have correct timing, height of the ball, and swing in a continuous movement in the serve?
rotate and shift the weight properly to the forward foot on the upward swing of the serve?
use a short, chopping stroke at the ball with a wrist snap in volleying?
exhibit good game strategy in attempting to place the ball rather than powering it?

Skills Testing

1. **Bouncing and Hitting Ball**

Bounce a ball to the floor 50 to 100 times.
Bounce a ball upward, keeping it in play, 50 to 100 times.
Alternate bouncing ball up and to the floor 50 to 100 times.
Sustain bouncing ball to the wall.

2. **Accuracy**

Use a ball feeder; have the player score points by striking scoring spots. Students get five trials. Scoring is based upon a maximum of ten. *(See Fig. 60)*

The same test can be given using a handball wall. *(See Fig. 61)*

3. **Accuracy Serve — 1**

Student serves ten balls. Score one point for each shot hit between Line A and Line B. Maximum is ten. *(See Fig. 61)*

4. **Accuracy Serve — 2**

Mark out far end of the tennis court. Student tries ten serves *(See Fig. 62)* Score is total of points accumulated according to the box in which the ball lands. If the ball hits the net, the score is zero for that serve.

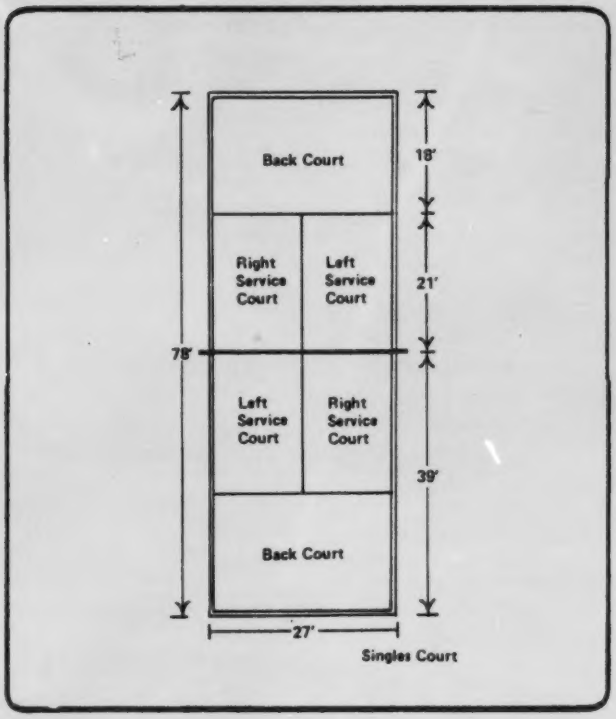

Fig. 62

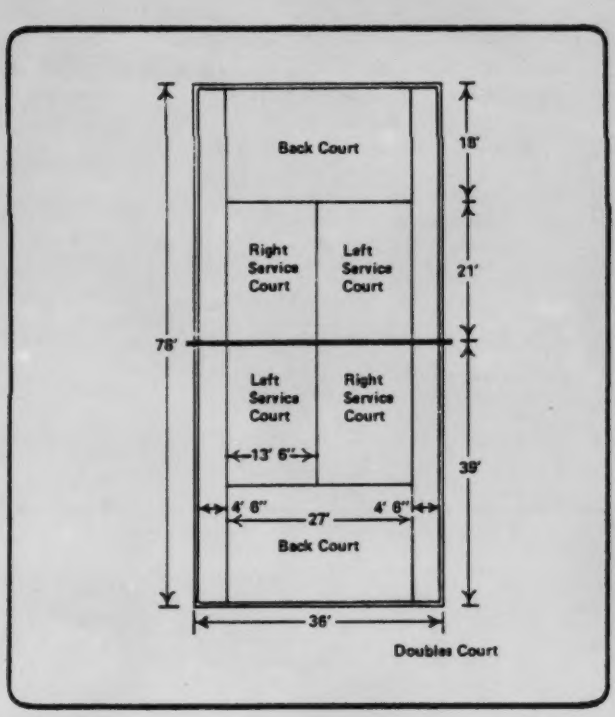

Fig. 63

5. **Forehand Test**

Student stands at the baseline and tosses the ball, hitting it over the net. The student gets ten trials. Score one point for each ball that lands within the singles court. The ball must be hit with good forearm form to be counted. Similar test can be given for the backhand. *(See Fig. 62)*

6. **Speed Ball Control Test**

Student stands behind a line twenty feet from a handball wall and attempts to hit the ball as many times as possible in thirty seconds. Score the total number of returns made. *(See Fig. 61)*

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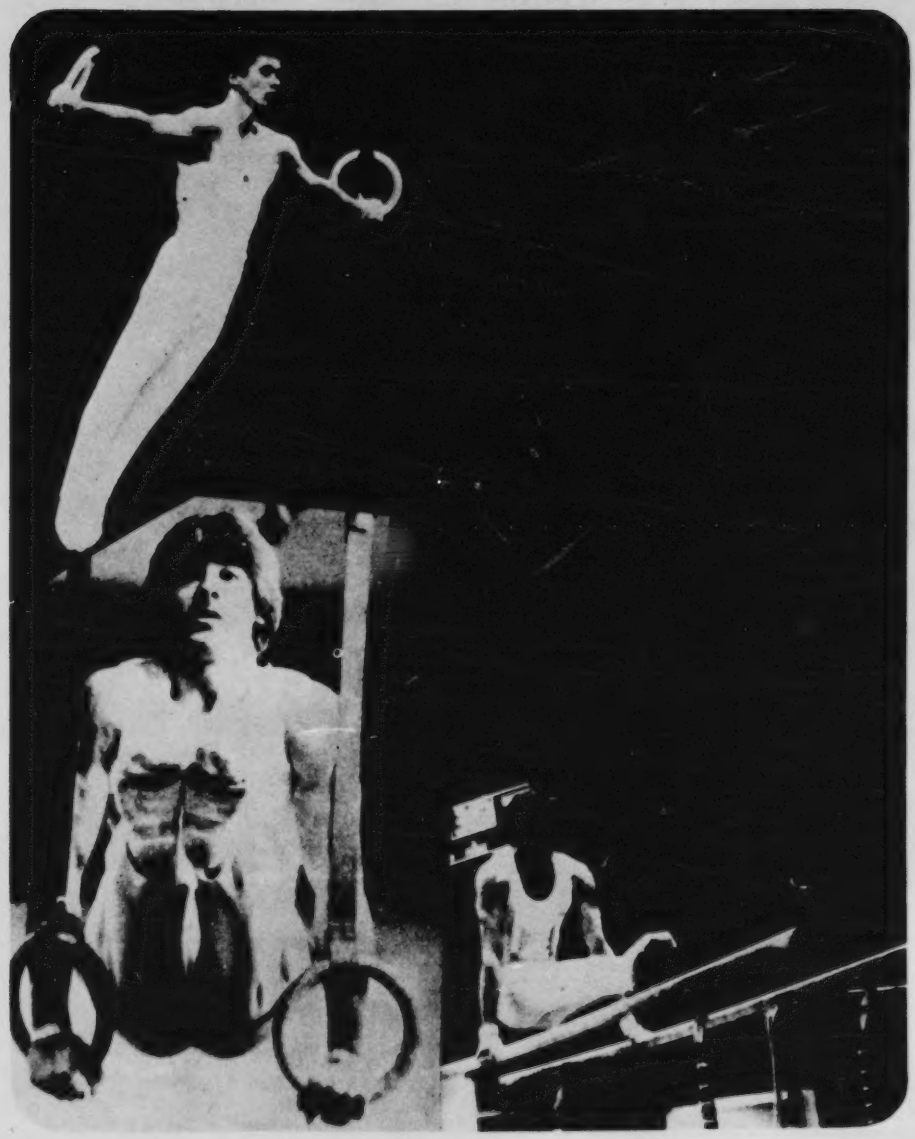
V GYMNASTICS AND TUMBLING



GYMNASTICS AND TUMBLING

HISTORY

Gymnastics and tumbling derive from such natural activities as swinging, hanging, vaulting, arm support, jumping, and graceful body movements. The famous "bull dancers" of the Minoan civilization give us some of the most dramatic examples of the ancient use of gymnastics.

The word "gymnastics" comes from the Greek. It meant the performance of physical or athletic exercise executed in a gymnasium. In ancient Greece, it applied to all forms of physical activity including running, jumping, throwing the javelin, and wrestling. A gymnasium was the club and common meeting place of great athletes and philosophers and political leaders who practiced the maxim "a sound mind in a sound body."

Formal gymnastics, as we know it, first appeared in Germany during the middle of the nineteenth century. Systematized exercise and most of the gymnastic apparatus now in use were developed at that time. The trampoline was a later contribution of the United States. And the uneven parallel bars were a relatively late addition.

Touring national teams and the gymnastic events in the Olympic Games have generated great public interest. Physical educators have found gymnastics and tumbling important activities which increase graceful movement, agility, muscular coordination, and fitness. These activities also demand a certain degree of courage, which develops strong self-confidence in participants.

Although gymnastics is suggested as a constant in each grade of the secondary schools, teachers and administrators are free to select those activities which are compatible with space, facilities, and the interest of the student body.

GOAL SETTING

Use scope and sequence to establish unit goals. Pretest students and use data for ability grouping and as a base for recording individual skills progress. Continue to set limited, achievable goals as students progress toward unit goals.

CLASS ORGANIZATION AND MANAGEMENT

Preplan the gymnastic unit to coincide with other classes in the department so that apparatus movement and placement are kept to a minimum.

(Continued on page 154)

GUIDE

B — Basic Skills
I — Intermediate Skills
A — Advanced Skills
O — Optional Skills
R — Review of Skills
X — Taught in all Grades

SCOPE AND SEQUENCE Gymnastics—Tumbling

(Grade Placement of Skills)

SKILLS Gymnastics—Tumbling	JUNIOR HIGH SCHOOL GR. 7 15 Per	GR. 8 15 Per	GR. 9 15 Per	SENIOR HIGH SCHOOL GR. 10 15 Per	GR. 11 15 Per	GR. 12 15 Per
LEAD UP ACTIVITIES						
PARALLEL BARS						
Dips	B	R	R	R	R	R
Cross Rest to Straddle Seat	B	R	R	R	R	R
Simple Straddle Travels	B	R	R	R	R	R
Front and Rear Dismounts	B	R	R	R	R	R
Forward Roll		I	R	R	R	R
Shoulder Stand			A	R	R	R
Back Uprise				A	R	R
Front Uprise					A	R
One Leg Cut-Mount			I	R	R	R
Forward Roll to Straddle			I	R	R	R
L Support			I	R	R	R
Kip				A	R	R
Drop Kip					A	R
Kip to Straddle Seat				A	R	R
Hand Stand						A
Glide Kip						A
Stutz						A
Hip Roll			I	R	R	R
Back Roll to Straddle				A	R	R
Back Shoulder Roll				A	R	R
Front Salto to Upper Arm Hang						A
Inside Swing Turn			I	R	R	R
Outside Swing Turn			I	R	R	R
Straddle Dismount						A

NOTE: Skills may begin at later grades (9th or 10th). Advanced skills may be selective, elective, or optional courses.

SKILLS Gymnastics—Tumbling	JUNIOR HIGH SCHOOL			SENIOR HIGH SCHOOL		
	GR. 7	GR. 8	GR. 9	GR. 10	GR. 11	GR. 12
	15 Per	15 Per	15Per	15 Per	15 Per	15 Per
UNEVEN PARALLEL BARS						
Mount to Arm Support	B	R	R	R	R	R
Straight Arm Support	B	R	R	R	R	R
Cross Seat Mount		I	R	R	R	R
Squat Stab Mount	B	R	R	R	R	R
Pull Off Low Bar with Quarter Turn		I	R	R	R	R
Single Leg Flank Vault			I	R	R	R
Underswing on Low Bar			I	R	R	R
Chinning	B	R	R	R	R	R
Leg Circles			I	R	R	R
Counterswing			A	R	R	R
Stride Leg Support—Low Bar			I	R	R	R
Front Somersault—Low Bar			I	R	R	R
Crotch Seat		B	R	R	R	R
Back Hip Circle			A	R	R	R
Shoot Through to Hang-Lying on Low Bar				A	R	R
Back Pullover—Low Bar				A	R	R
Skill Combinations	B	B	B	B	B	B
Double Leg Bounce				A	R	R
HORIZONTAL BAR						
Pull Ups	B	R	R	R	R	R
Skin the Cat	B	R	R	R	R	R
Leg Raises to Tuck Position	B	R	R	R	R	R
Forward and Backward Swing	B	R	R	R	R	R
Leg Raise—Straight Knee		B	R	R	R	R
Hip Swing—Pullover			B	R	R	R
Swing Back Dismount	B	R	R	R	R	R
Forward Roll to Hang		I	R	R	R	R
Single Knee Mount			I	R	R	R
Forward Single Knee Circle to Hang			I	R	R	R

SKILLS Gymnastics—Tumbling	JUNIOR HIGH SCHOOL			SENIOR HIGH SCHOOL		
	GR. 7	GR. 8	GR. 9	GR. 10	GR. 11	GR. 12
	15 Per	15 Per	15 Per	15 Per	15 Per	15 Per
Underswing Dismount			I	R	R	R
Double Leg Circle Backward to Hang				I	R	R
Back Uprise					A	R
Front Hip Circle				I	R	R
Back Hip Circle					A	R
Front Kip					A	R
Front Grant						A
Back Grant						A
Flying Tuck Dismount						O
SIDE HORSE						
VAULTS						
Squat	B	R	R	R	R	R
Front	B	R	R	R	R	R
Flank		I	R	R	R	R
Rear		I	R	R	R	R
Thief			I	R	R	R
Straddle				A	R	R
SUPPORT STUNTS						
Front Rest Support	B	R	R	R	R	R
Back Rest Support	B	R	R	R	R	R
Single Leg Cut—Half Circle—Forward		I	R	R	R	R
The Feint	B	R	R	R	R	R
Single Leg Cut—Full Circle—Forward			A	R	R	R
Single and Full Leg Cuts—Backward				A	R	R
Leg Cut Dismount				A	R	R
Leg Cut with Travel to Croup or Neck			I	R	R	R
Vault Dismount from Hang			I	R	R	R
Vault Dismount from Croup or Neck				A	R	R
Double Leg—Half and Full Circle—Front to Rear					A	R
Double Leg Circles—Rear to Front Support					A	R

SKILLS Gymnastics—Tumbling	JUNIOR HIGH SCHOOL			SENIOR HIGH SCHOOL		
	GR. 7	GR. 8	GR. 9	GR. 10	GR. 11	GR. 12
	15 Per	15 Per	15 Per	15 Per	15 Per	15 Per
Scissors—Forward				A	R	R
Scissors—Backward					A	R
Double Leg Circles—Complete						A
COMBINATION OF MOVES					A	A
LONG HORSE VAULTING (Minimum Heights for J.H.S.)					A	A
Jump to Squat, Walk to End, Jump Off	B	R	R	R	R	R
Jump to Straight Leg Stand, Walk to End, Jump Off	B	R	R	R	R	R
Squat Vault		I	R	R	R	R
Straddle Vault		I	R	R	R	R
Stoop Vault			A	R	R	R
LONG HORSE VAULTING (Regulation Height 53 inches)						
Jump to Squat, Walk to End, Jump Off				I	R	R
Jump to Straight Leg Stand, Walk to End, Jump Off					A	R
Squat Vault				I	R	R
Straddle Vault					A	R
Stoop Vault						A
Cartwheel						A
Hand Spring						O
TUMBLING AND FLOOR EXERCISES (SINGLE)						
Forward Roll	B	R	R	R	R	R
Backward Roll	B	R	R	R	R	R
Combination Forward and Backward Rolls	B	R	R	R	R	R
Back Bend	B	R	R	R	R	R
Front Scale	B	R	R	R	R	R
"L" Support			I	R	R	R
Backward Roll with Snapdown			I	R	R	R
Tip Up		I	R	R	R	R
Forearm Stand				A	R	R
Head Stand			I	R	R	R
Forward and Backward Roll with Half Twist			I	R	R	R

NOTE: Basic or beginner's stunts may be given in grades 7, 8, or 9. Intermediate or advanced stunts may be given in grades 10, 11, or 12, or in selective, elective, or optional course offerings.

SKILLS Gymnastics—Tumbling	JUNIOR HIGH SCHOOL			SENIOR HIGH SCHOOL		
	GR. 7	GR. 8	GR. 9	GR. 10	GR. 11	kGR. 12
	15 Per	15 Per	15 Per	15 Per	15 Per	15 Per
Handstand with Support		I	R	R	R	R
TUMBLING AND FLOOR EXERCISES (SINGLE)						
Cartwheel		I	R	R	R	R
Kip or Neckspring				A	R	R
Front Handspring—Assisted				A	R	R
Back Handspring					A	R
Round Off				A		
Handstand with Support into Forward Roll					A	R
Front Salto					A	R
Back Salto					A	R
Handstand					A	R
Headspring						A
Handspring						O
Back Handspring						O
TUMBLING—DUAL STUNTS						
Knee to Shoulder Balance		B				
Swan Balance		B				
Foot-to-Hand Balance		B				
Double Roll		B				
Elephant Walk		B				
Back-to-Back Roll		B				
Rocking Chair		B				
Front Wheelbarrow		B				
Camel Walk		B				
Backward Angle Balance		B				
Knee-Shoulder Stand		B				
Single, Dual, and Triple Pyramids		B				
DUAL PYRAMIDS						
Hand-Knee Shoulder Balance					I	
Arm-to-Arm Balance					I	

SKILLS Gymnastics—Tumbling	JUNIOR HIGH SCHOOL			SENIOR HIGH SCHOOL		
	GR. 7	GR. 8	GR. 9	GR. 10	GR. 11	GR. 12
	15 Per	15 Per	15 Per	15 Per	15 Per	15 Per
Hand-to-Hand Balance					I	
TUMBLING—DUAL STUNTS						
Knee-to-Shoulder Spring						A
Handspring—Swan Pitch						A
Backward Bridge Over Feet and Hands						A
Pyramids—More Than Three—Advanced Designs						A
REBOUND TUMBLING (TRAMPOLINING)						
Mount and Dismount	B	B	B	B	B	B
Safety Precautions and Safety Spotting	B	B	B	B	B	B
Bounce and Break—Kill the Bounce	B	R	R	R	R	R
Bounce with Change of Direction	B	R	R	R	R	R
Knee Bounce	B	R	R	R	R	R
Knee Drop	B	R	R	R	R	R
Knee Drop—Half Twist to Stand		B	R	R	R	R
Straddle Jump		B	R	R	R	R
Knee Drop—Half Twist to Knee Drop		B	R	R	R	R
Seat Drop or Seat Bounce		B	R	R	R	R
Swivel Hips		B	R	R	R	R
Seat Drop—Half Twist to Stand		B	R	R	R	R
Front Bounce			I	R	R	R
Hands and Knees to Front Drop			I	R	R	R

NOTE: To be used where facility and equipment are available. May be substituted for time from Tumbling Unit.

SKILLS Gymnastics—Tumbling	JUNIOR HIGH SCHOOL			SENIOR HIGH SCHOOL		
	GR. 7	GR. 8	GR. 9	GR. 10	GR. 11	GR. 12
	15 Per	15 Per	15 Per	15 Per	15 Per	15 Per
BALANCE BEAM						
Straight Arm Support Mount		B		R	R	R
Straight Arm Seat Mount		B		R	R	R
Crotch Seat Mount		B		R	R	R
Walks on the Beam		B		R	R	R
Dip Step		B		R	R	R
Leg Swing		B		R	R	R
Simple Run		B		R	R	R
"V" Seat		B		R	R	R
Arabesque		B		R	R	R
Front and Knee Scales		B		R	R	R
Toe Balance from Knee Scale		B		R	R	R
Simple Jump—Dismount		B		R	R	R
One Knee Mount				I	R	R
Side Mount				I	R	R
Swing and Pirouette Turns				I	R	R
One Leg Squat				I	R	R
Deep Lunge				I	R	R
Bent Knee, Open Leg with Half Turn				I	R	R
Front Vault—Dismount				I	R	R
Wolf Vault and Squat Mounts					A	R
Combination of Walks, Turns, and Leaps					A	R
Forward Roll					A or	O
Bent Knee—Full Turn					A	R
Chest Balance					A	R
Shoulder Stand					A or	O

NOTE: Where facilities are available, the activities for beginners may be introduced in grades 7, 8, or 9.

SKILLS Gymnastics—Tumbling	JUNIOR HIGH SCHOOL GR. 7	GR. 8	GR. 9	SENIOR HIGH SCHOOL GR. 10	GR. 11	GR. 12
	15 Per	15 Per	15 Per	15 Per	15 Per	15 Per
Needle Scale					A	R
Cartwheel to Handstand					O	O
Front Vault					A	R
Cartwheel Dismount					A or	O
RINGS						
Inverted Hang	O	O	O	B	R	R
Squat Hang	O	O	O	B		
Skin the Cat	O	O	O	B	R	R
Bird's Nest	O	O	O	B	R	R
Tuck-Pike Layout	O	O	O		I	R
Crab Hang	O	O	O	B	R	R
Monkey Hang	O	O	O	B	R	R
Muscle Up to Front Rest					I	R
Forward Roll					I	R
Forward Roll to Inverted Hang					I	R
Kip to Support in "L" Position						A
Dislocate						A-O
Back Uprise						A
Front Uprise						A-O
Inlocate						A-O
Straddle Flyaway						A-O
ROPE CLIMBING						
Skin the Cat	B	R	R	R	R	R
Crab Hang	B	R	R	R	R	R
Inverted Hang	B	R	R	R	R	R
Basic Climbing Position	B	R	R	R	R	R
Climb One-Quarter	B	R	R	R	R	R
Climb Half-Way—Hands and Feet		B	R	R	R	R

NOTE: Rings may be offered in grades 7, 8, 9 as an optional activity where equipment is available. Advanced skills may be offered in selective, elective, or optional courses.

SKILLS Gymnastics—Tumbling	JUNIOR HIGH SCHOOL			SENIOR HIGH SCHOOL		
	GR. 7	GR. 8	GR. 9	GR. 10	GR. 11	GR. 12
	15 Per	Per	15 Per	Per	15 Per	15 Per
Climb to Top—Hands and Feet			B	R	R	R
Climb One-Quarter Way—Hands Alone				B	R	R
Climb Half-Way—Hands Only					I	R
Climb to Top—Hands Only						A
Climb One-Quarter—Hands Only and Feet in "L" Position					I	R
Climb Half-Way—Hands Only and Feet in "L" Position						A
VARIATIONS IN ROPE POSITION FOR CLIMBING						O

The size of each squad within a platoon will depend upon the apparatus available.

Where possible, have the entire class or platoon participate in the gymnastic unit. Have the entire class participate in such activities as tumbling, dual stunts, pyramid and free-floor exercises if sufficient mats and space are available.

Place the apparatus in the center of the floor for demonstrations, and have the class in semicircle formation for maximum visibility.

Designate one side of the apparatus as the starting side, and one side for finishing moves and dismounts.

Situate the class away from, and parallel to, the apparatus; or develop an arrangement of squad placement which keeps students safely away from the apparatus and simultaneously allows them to see and learn from the mistakes made by fellow students.

Post squad assignment and rotation charts. Students should know their assignments in advance of the class.

Use skilled student performers to demonstrate and to give help and correction. This is especially important to build students' confidence so that they, too, perform the required stunts.

Give Leaders and demonstrators a preview of the lesson so that they are prepared to give demonstrations, safety procedures, and corrections.

Plan to have two gymnasts conduct tumbling activities by working from the center of the mat toward the ends, if number of mats or amount of space is a consideration.

INSTRUCTIONAL MATERIALS

Sufficient mats for proper placement around apparatus
Climbing ropes sixteen to twenty feet in length
Parallel bars
Low parallel bars (parallelets)
Horizontal bars
Vaulting horses
Horses with pommels
Trampoline
Reuther boards
Rings
Balance beams
Uneven parallel bars
Safety belts
Magnesium chalk
Safety grips

SAFETY

Apparatus

Emphasize, at the beginning of the unit, the use of gymnastic apparatus. Teach all students how to become safety spotters.

Move apparatus only under direct teacher supervision.

Make a safety check of each piece of apparatus at the beginning and at the end of each period.

Train an apparatus squad to assist in placing or moving apparatus and in testing it for safety.

Arrange for varying heights of apparatus to provide safety for students. For example, if several horizontal bars are available they should be set at varying heights to prevent dragging of the feet.

Do not permit more than one student on the apparatus at any time. Check especially during the free activity part of the period.

Have safety rules posted nearby for each piece of apparatus.

Make sure that mats are properly placed around each piece of apparatus. Always place mats with the tufted side down. Never overlap or leave gaps in the mats. Be sure performers know precisely what performances are expected before going onto the apparatus. Never allow a stunt to be performed unless the student has first been given the fundamental principles underlying the performance of the stunt.

Trampoline (Rebound Tumbling)

Pad the frame at the head, foot, and sides with regulation padding.

Place mats around the frame at a sufficient distance to brace a fall.

Allow no student on the apparatus unless a teacher is present.

Allow only one student at a time. Discourage double bouncing.

Teach students to dismount safely by grasping the frame and stepping down.

Teach stunts through proper progression, not only as a safety measure but also as fundamental to the learning process.

Prevent horseplay.

Organize a rotation plan so that all may jump without undue fatigue.

Assign spotters on all *four* sides of the apparatus.

Be familiar with "on the bed" spotting techniques.

Use student spotting drills.

For difficult stunts and for advanced performers, use a mechanical aid for spotting in the form of a safety belt.

Keep canvas or webbing clean with frequent washing.

Do not allow practice in street shoes.

Rings

Use mats along the entire length of the swing.

Check that students use magnesium carbonate chalk on their hands before working out.

Teach the dismount. When dropping off the rings, always have the student do so from the top of the back swing.

Use a traveling overhead safety belt.

Do not allow students to swing too high.

Have all stunts start from shoulder-height still rings.

Do not use stunts for beginning students but with the more advanced, using strength of shoulder girdle.

Horizontal Bars

Provide for a landing area of sufficient space, with mats placed to clear all possible forms of dismounts.

Keep the bar free from rust and rubbed down with carborundum paper. It should not be too smooth.

Check the guy wires to make sure they are tight and the "T" bolt is secured properly into the floor plate.

Have magnesium available for use to prevent hands from slipping.

Make sure that all pins, screws, bolts, and floor plates are secure.

Check that students use approved grasp.

In the regular class instruction period, do not allow exercises other than the ones which are being taught and have been approved. Such difficult stunts as giant swings and flyaways should not be allowed in regular classes.

Have a trained Leader spotting at all times. Spotters can prevent falling by grasping the wrists. Assist the performer by a hand under the leg or body.

Stabilize a performers position by checking rotation with a hand on the body.

Parallel Bars

Spot underneath the bar.

Place mats properly. All ironwork should be covered by mats.

Securely lock adjustable bars.

Make sure the bars are smooth and free of splinters.

Do not allow double cut-off dismount for regular class.

Inspect parallel bars for security of bolts, pins, and other parts.

Uneven Parallel Bars

Securely lock adjustable bars with spring pins, bolts, and other parts.

Have bars smooth and free of splinters, and area around them padded with mats.

Use carbonate of magnesium on the hands to help keep the palms dry and to avoid friction and blisters.

Keep the height relationship between the HB and the LB at 2½ feet, if adjustments are made in the height of either bar.

Side Horse

Provide landing mats with sufficient area to take care of a possible extended fall.

Check to see that the pommels are securely fastened. Pommels should be slip-free.

Assign a trained Leader at the finish point of vaults and dismounts.

For most vaults, grasp the vaulter near the upper arm at the armpit with one hand and grasp the wrist of the same arm with the other hand. Move with the vaulter.

Do not permit the straddle vault.

Tumbling and Stunts

Have mats properly placed, with sufficient room at the side of the mat between squads so that a student rolling sideways does not collide with a student from the next file.

Teach students how to roll with a relaxed tuck position.

Make sure the mat is cleared for a performance before allowing the next performer to continue.

Do not allow spaces between mats placed together.

Have students practice only stunts which are being taught.

Check that advanced stunts are taught only by Leaders or qualified advanced performers.

On forward and backward rolls, assist by helping the student keep the weight off the head and neck and by keeping him or her in the tuck position.

On balance stands, assist the performer by keeping him or her from overbalancing.

Teach students that if overbalancing should occur, he or she should tuck immediately to prevent injury by an abrupt fall on the flat of the back.

Climbing Ropes

Test the ropes before students use them. The shackle bolts attaching the ropes to the steel beams at the ceiling should be checked periodically.

Secure ropes out of the way when not being used.

Repair loose fibers with tape. No knots should be permitted.

Place the mats so that they extend several feet on all sides of the rope. Mats should not overlap.

Watch for evidence of fatigue or dizziness.

Do not allow swinging on the ropes.

Do not allow students to pull on the ropes when another student is climbing.

The descent should be hand over hand. Never allow sliding down the ropes.

Do not allow hanging from the ceiling supports.

Using Apparatus

Do not rely upon the skill of the performer. Make sure that a trained safety spotter is present at all times.

Give thorough and complete warm-up and conditioning exercises before activity. Plan to warm up those muscles to be used during the class period. In addition, plan general warm-up exercises for endurance and development of strength necessary to perform certain activities, e.g., pull ups on the horizontal bars.

Train students to execute dismounts safely by grasping the apparatus wherever possible.

Devote a preliminary lesson on how to fall safely without injury in the relaxed or tuck position, when falls are unavodable or imminent.

Remind class constantly of falling techniques. Stress that tumbling is a skill that includes techniques of falling properly and safely.

Advise students to perform upon command or at a whistle signal, to make certain that the area has been cleared safely.

Safety Spotters

Know in advance what the performer is going to do. Place yoursef in a position to be able to break a fall.

Stand close to the apparatus, spread feet for a wide base, and have arms raised ready for action.

Do not try to catch the performer, but rather break the fall, especially to protect the head and shoulders.

When spotting for the parallel bars, never place the arms between the performer and the bar, but break the fall under the parallel bar.

Watch the performer closely at all times, and try to keep in rhythm with the performer.

See that no one uses defective apparatus.

Do not permit the use of apparatus unless a teacher is present.

Keep the gymnasium locked when not in use.

Student Performers

Observe the safety rules at each piece of apparatus.

Always work with a safety spotter.

Warm up properly before engaging in activity.

Dress properly in gymnasium costume: no jewelry, medals, or pens.

Recognize personal physical limitations. Refrain from attempting difficult stunts when fatigued.

Attempt advanced skills only after perfecting basic skills.

If a fall is unavoidable, know how to fall without injury.

Once committed to a stunt, follow it through to its completion. Recognize that not to do so may cause an injury.

Perform a stunt and allow no distractions.

Use magnesium chalk to prevent hands from slipping.

TEACHING SUGGESTIONS

Invite outstanding performers and experts from the Amateur Athletic Union and women's and men's college teams for demonstration of their skills.

Organize play days in which students from other schools meet with the home students for a display of skills.

Plan for conditioning and fitness activities to improve physical strength of underachievers, so that they may be able to perform on a normal basis with their peers.

Use videotape, if available, to record performance, and play back. It is extremely valuable as motivation and for analysis of performance.

In giving demonstrations, make certain that basic and fundamental principles of the movement have been thoroughly explained, analyzed, and demonstrated so that students can see the end result to be achieved.

Use loop films to provide students with views of basic movements and how they may be performed.

EVALUATION

Oral or Written Testing

History of the activity
Basic rules and scoring
Terminology
Safety
Officiating techniques
Selection and care of equipment
Strategies

Performance Testing

Skills Testing

At the end of this unit, students will:

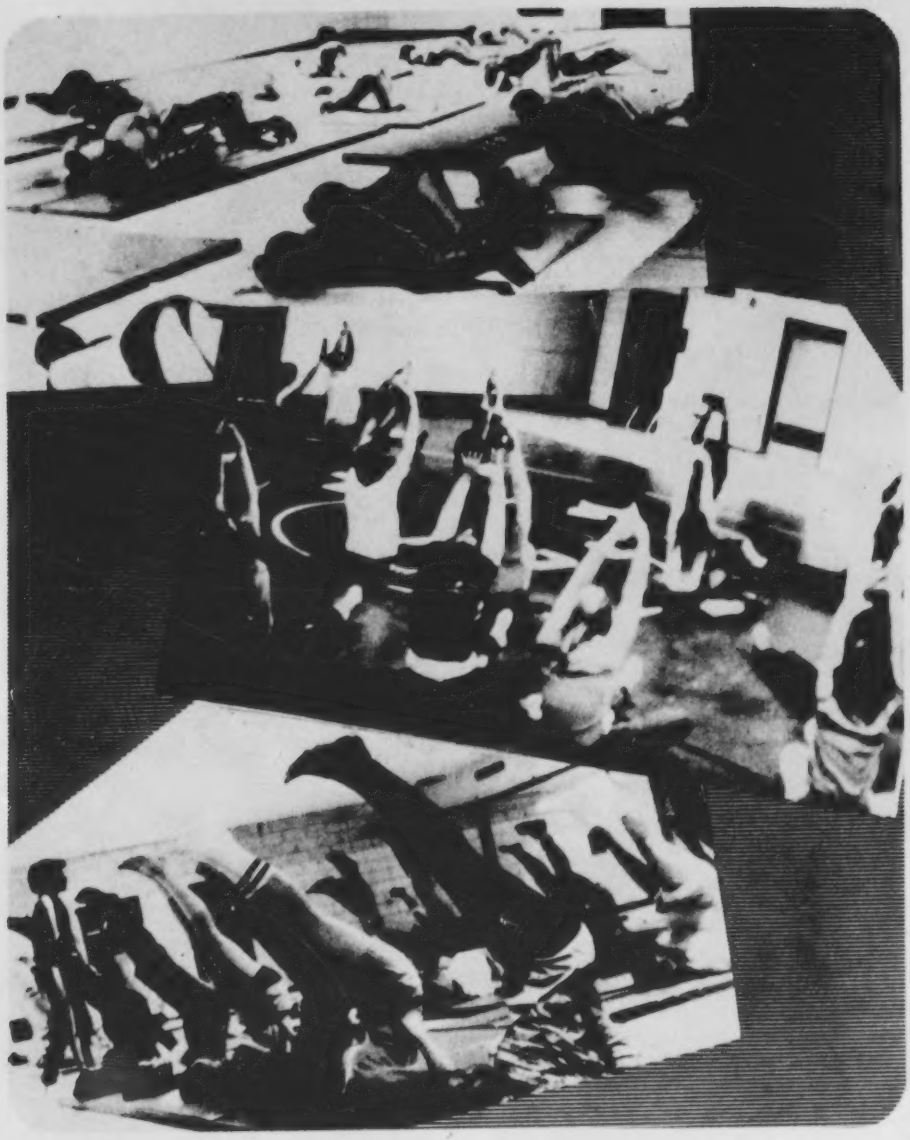
achieve improved scores on the AAHPER physical fitness test in the areas of neuromuscular coordination, strength, endurance, balance, and flexibility.

perform required moves on the apparatus, or in tumbling and stunts.

have an option of performing more advanced stunts or moves in combination for higher grades. The mount, execution with form, and the dismount should be considered in grading.

Note: Leaders and/or trained gymnastic student experts may assist in the testing program. Squad achievement cards may be used to determine progress for entering grades. The overall grade should be based upon progress measured against a pretest. Credit should be given for improvement and effort even though the student fails to perform all the required moves. Post the requirements for the unit and the moves in advance, and allow student preparation for the test.

VI FITNESS AND CONDITIONING



FITNESS AND CONDITIONING

HISTORY

Physical fitness has usually focused on the individual's development of muscular strength, agility, and endurance. However, the concept of total fitness incorporates mental, emotional, spiritual, and social fitness values. The physical education teacher, while concerned with the physical fitness aspects of the program, will want also to emphasize those other attributes that are so important to today's living.

Fitness is the optimum development of each individual. When young people were tested nationally in 1957, it was discovered they were not as physically fit as the youth of other western countries who were evaluated by similar standards. Consequently, an expanded fitness and conditioning program was launched in the schools, along with a testing program.* Incentives and motivation for improvement were allied to the conditioning and testing program to improve individual fitness.

GOAL SETTING

Physical fitness testing should be used as a diagnostic measure in testing students. It may be used, when applicable, as a pretest for selective courses. It should also be used as a diagnostic measure for students needing remediation.

Use scope and sequence charts to establish unit goals. Pretest students and use data for ability grouping and as a base for recording individual skills progress. Continue to set limited, achievable goals as students progress toward unit goals.

CLASS ORGANIZATION AND MANAGEMENT

Self-Testing Activities

Have various test areas marked off before testing program begins. Improvise where necesssary.

If there is insufficient space for such tests as the fifty-yard run or the six-hundred-yard run/walk, place rubber traffic stanchions around the periphery of the gymnasium. Measure as for an indoor track or use the sidewalk alongside the school if it is in good condition. Use the cafeteria in the school, if facility is adequate, and mark off a clear space of fifty yards.

Use the center area of the gymnasium for running the potato race or shuttle run.

Use small, out-of-the way areas for testing sit ups.

Where possible, use outdoor areas for testing and have one platoon tested outdoors while another platoon is tested indoors.

(Continued on page 166)

*Directions for administering physical fitness tests are given in detail in *AAHPER Youth Fitness Test Manual*. American Alliance for Health, Physical Education and Recreation, 1201 Sixteenth Street, N.W., Washington, D.C. 20036, 1976

SCOPE AND SEQUENCE Physical Fitness and Conditioning

(Grade Placement of Skills)

GUIDE

B — Basic Skills
I — Intermediate Skills
A — Advanced Skills
O — Optional Skills
R — Review of Skills
X — Taught in all Grades

SKILLS Physical Fitness and Conditioning (Self-Testing Activities)	JUNIOR HIGH SCHOOL			SENIOR HIGH SCHOOL		
	GR. 7	GR. 8	GR. 9	GR. 10	GR. 11	GR. 12
	15 Per	15 Per	15 Per	15 Per	15 Per	15 Per
AAHPER YOUTH FITNESS TESTS—REVISED 1976						
Pullups	B	B	B	B	B	B
Situps—Straight Leg or Flexed Leg	B	B	B	B	B	B
Flexed Arm Hang	B	B	B	B	B	B
Shuttle Run	B	B	B	B	B	B
Standing Broad Jump	B	B	B	B	B	B
50-Yard Dash	B	B	B	B	B	B
600-Yard Walk-Run	B	B	B	B	B	B
1-Mile or 9-Minute Run (Age 12)	O	O	O	O	O	O
1½-Mile or 12-Minute Run (Age 13 and Older)	O	O	O	O	O	O
NEW YORK STATE PHYSICAL FITNESS TEST						
Posture	O	O	O	O	O	O
Accuracy Throw	O	O	O	O	O	O
Strength	O	O	O	O	O	O
Agility	O	O	O	O	O	O
Speed	O	O	O	O	O	O
Balance	O	O	O	O	O	O
Endurance	O	O	O	O	O	O
PUBLIC SCHOOL ATHLETIC LEAGUE (PSAL) BADGE TEST						
Fifteen-Second Basketball Goals	O	O	O	O	O	O
Potato Race	O	O	O	O	O	O
Step and Leap	O	O	O	O	O	O
Rope Climb	O	O	O	O	O	O

NOTE 1: See selected AAHPER test directions in this unit.
NOTE 2: The softball throw is now omitted from the testing program.

SKILLS Physical Fitness and Conditioning (Self-Testing Activities)	JUNIOR HIGH SCHOOL			SENIOR HIGH SCHOOL		
	GR. 7	GR. 8	GR. 9	GR. 10	GR. 11	GR. 12
	15 Per	15 Per	15 Per	15 Per	15 Per	15 Per
OBSTACLE COURSE						
Low Fence Vault	O	O	O	O	O	O
High Fence Vault	O	O	O	O	O	O
Rope Climb	O	O	O	O	O	O
Stream Jumping	O	O	O	O	O	O
Rope Mount to "Elephant"	O	O	O	O	O	O
Weave Under Horses	O	O	O	O	O	O
Inclined Parallel Climb	O	O	O	O	O	O
Platform Climb, Jump, and Forward Roll	O	O	O	O	O	O
Elephant Vault	O	O	O	O	O	O
Seal Crawl	O	O	O	O	O	O
OTHER PHYSICAL CONDITIONERS						
Rope Skipping, Jumping	O	O	O	O	O	O
Bag Striking	O	O	O	O	O	O
Football Grass Drills	O	O	O	O	O	O
Dual Resistive Exercises	O	O	O	O	O	O
DEVELOPMENTAL EXERCISES FOR UNDERACHIEVERS	B	B	B	B	B	B
CALISTHENICS—ISOTONIC						
Pushups	B	B	B	O	O	O
Squat Thrust (Burpee)	B	B	B	O	O	O
Situps—Bent Leg	B	B	B	O	O	O
Jumping Jacks (with or without weights)	B	B	B	O	O	O
Back Lift	O	O	O	B	B	B
Cross Toe Touch	O	O	O	B	B	B
Lying Toe Touch	O	O	O	B	B	B
Double Leg Lift From Lying Position	O	O	O	B	B	B
Balance Squat	O	O	O	B	B	B
Modified Pullups	B	B	B	B	B	B
Running in Place	B	B	B	B	B	B
Running Around Gym or Track	B	B	B	B	B	B

NOTE 3: Calisthenics exercises selected for conditioning and warm-up routines may be given in all grades, with an increase in load, intensity, and duration.

SKILLS Physical Fitness and Conditioning (Self-Testing Activities)	JUNIOR HIGH SCHOOL			SENIOR HIGH SCHOOL		
	GR. 7	GR. 8	GR. 9	GR. 10	GR. 11	GR. 12
	15 Per	15 Per	15 Per	15 Per	15 Per	15 Per
Single and Alternate Knee Raise, Grasping with Arms	B	B	B	O	O	O
Head and Shoulder Curl	O	O	O	O	O	O
Jump and Reach	O	O	O	O	O	O
Blast Off	O	O	O	O	O	O
Sprint Starts	O	O	O	O	O	O
Back Stretcher	O	O	O	O	O	O
ISOMETRIC EXERCISES						
Hands Pressed Together Overhead	B	B	B	O	O	O
Hands Hooked at Chest Level—Pulled Apart	B	B	B	O	O	O
Palms Pressed Against Hips	B	B	B	O	O	O
Fingers Interlocked Behind Head, Head Pressed Back	O	O	O	B	B	B
Fingers Interlocked at Forehead, Head Pressed Forward	O	O	O	B	B	B
Long Sitting Position: Palms Pressed Against Floor	B	B	B	O	O	O
From Lunge Position, Palms Pressed on Knee	B	B	B	O	O	O
Dual Press Position, Forward and Back Arm-Pulls	B	B	B	B	B	B
Leg-Raises Against Pressure	O	O	O	B	B	B
WEIGHT TRAINING						
Safety in the Use of Weights	B	B	B	B	B	B
Exercise Values of Resistive Exercises	B	B	B	B	B	B
High Pullups—Warmup	B	B	B	B	B	B
Two-Arm Standing Curls	B	B	B	B	B	B
Two-Arm Standing Press	B	B	B	B	B	B
Stiff-Legged Dead Lift				A	A	A
Supine Press				A	A	A
Supine Lateral Raise				A	A	A
Front Raise				A	A	A

NOTE 4: For isometric exercises, contractions are held for six to ten seconds, with two-second rest between contractions.

NOTE 5: In weight training, conditioning activities are constant depending on materials and equipment available. Use heavier weights and additional repetitions for intermediate and advanced exercises.

SKILLS Physical Fitness and Conditioning (Self-Testing Activities)	JUNIOR HIGH SCHOOL			SENIOR HIGH SCHOOL		
	GR. 7	GR. 8	GR. 9	GR. 10	GR. 11	GR. 12
	15 Per	15 Per	15 Per	15 Per	15 Per	15 Per
CIRCUIT TRAINING						
Pullups	B	B	B	B	B	B
Squat Thrusts	B	B	B	B	B	B
Side Risers Using Stall Bars				A	A	A
Leg Raising from Hang—Feet Apart				A	A	A
Stepups (on bench or bleachers)	B	B	B	B	B	B
Alternate Presses—Light Weights	B	B	B	O	O	O
Situps	B	B	B	O	O	O
Dip on Parallel Bars	B	B	B	O	O	O
Stair Climb	O	O	O	O	O	O
Lying Lateral Raise	O	O	O	O	O	O
Bent-Over Rowing	O	O	O	O	O	O
Arm Isometrics	O	O	O	O	O	O
Shuttle Run	B	B	B	B	B	B
Weight Squats (Half Body Weight)	O	O	O	O	O	O
Ladder Climb, or Horizontal Ladder Travel	O	O	O	O	O	O
Barbell Curl	B	B	B	B	B	B
Wrist Rolling	O	O	O	O	O	O
Repeated Wall Bounce—Basketball	O	O	O	O	O	O
Obstacle Dribble for Speed—Basketball	O	O	O	O	O	O
Toe Raisers	O	O	O	O	O	O
Running in Place	B	B	B	B	B	B
Crab Walk	O	O	O	O	O	O
Back Extensions From End of Table	O	O	O	O	O	O

Organize the agility run that has performers shuttling back and forth with one squad at each ready line.

Plan to rotate groups so that students will not be idle when they have completed a test.

Provide a rest period between tests. Plan tests so that not all are given in a concentrated period of time. Assign the days between tests for practice and additional conditioning.

For some activities, use the "buddy system"—students working in pairs—one testing the other and recording results; then reversing roles.

For example:

in the *distance run,* use a timer to count off the seconds as the performers finish. The buddy checks time at the finish line and records the result with the student Leader;

in *sit ups,* use mass testing with the buddy holding legs in place during test. Buddy checks and records results.

Organize a student testing squad and provide training for them in testing procedures. Assign students the responsibility for the accuracy of results, but check their work periodically.

Provide necessary equipment or materials for efficient scoring, timing, test-score card and cumulative score card recordkeeping.

For example:

provide gang chinning bars to test several students at one time. Assistants check correct form and count the number of pull ups;

have charts at each testing station to describe and identify tests at that area;

assign students test numbers which may be permanent or pinned to their gymnastic costumes;

use a central basketball timer to time large numbers of participants;

use double-hand stopwatch to record more than one student in such events as the fifty-yard dash;

record tasks and performance on heavy oaktag or other durable materials;

use tongue depressors with examination numbers to check results when recording outdoors; e.g., standing broad jump.

Obstacle Course

Place series of eight to ten obstacles (see scope and sequence chart) around the gymnasium. Unlike the circuit training, the obstacles present challenges: "Can you do this?" appeals to students.

Send students around the course in controlled waves, allowing sufficient time between starting signals to prevent students colliding with one another.

Emphasize that completion of the course is more important than timing.

Other Physical Fitness Conditioners

Use mass formation for football grass drills on the gym floor. Post illustrations of the kinds of moves required. When drills are learned, the class goes through the drills upon signal from the teacher.

Provide individual ropes for rope skipping. Cut number 12 sash cords into lengths of 8 to 12 feet. Assign this activity to areas of the floor where there is no danger of other pupils walking across the area and being hit with the rope.

For bag striking, suspend light bags from platforms in small, out-of-the-way places around the gymnasium. Bag striking, especially, needs to be demonstrated by skilled performers. This activity can be integrated into the unit on self-defense.

Post illustrations of important movements of bag striking at the area containing the light bag. Limit the time that any one student may have at the bag.

Calisthenics (Isotonic/Isometric)

Give calisthenics, football grass drills, running in place to a set rhythm, isometric exercises, and selected testing and preliminary practice for the sit-up test in mass formation.

Early in the semester, teach a formal series of basic exercises and conditioners which the class may perform without further instruction.

Assign specific practice areas for such activities as rope skipping and isometric exercises. Provide materials such as ropes or commercial exercise devices at these areas.

Where space is tight, have students face half-right and half-left to provide additional exercise space.

Set aside small, out-of-the-way areas for practice of exercises during the day, including the free enterprise portion of the period.

Plan to have peer-group or trained Leaders supervise additional time and practice areas in calisthenics and other activities for the underachiever.

Develop a remedial program of calisthenic exercises. Such programs may be mimeographed and distributed for home use. Similar prescriptive exercises may be developed and distributed for figure control.

Weight Training

Perform all weight activity under direct supervision of teacher or trained Leaders.

Plan and set up a permanent weight-training station or area, which may be in a separate facility or in an out-of-the-way area such as under a track, in a corner, or even in a free area of the locker room.

Check that the area assigned for weight-training is free from other playing activities and equipment.

Have all weight equipment in place and ready for use. Place on racks and store away when not in use.

See that the bar is moved only while on an even keel, to prevent slippage of the plates.

Start the group with smaller weights, and have them work up to their potential.

Provide several sets of weights with varied loads to allow for individual differences in exercise programs.

Circuit Training

Definition:

A circuit consists of a number of carefully selected exercises or activities arranged and numbered consecutively around a given gymnasium or other exercise area. Each numbered exercise area is called a "station." The arrangement allows the student to move from one station to another, performing a certain number of repetitions of the prescribed exercise at that station.

A single circuit or several repetitions of the circuit may be performed. The time for the completion of the circuit may vary, or the number of repetitions at each station may be increased so that exercises may be controlled to suit the needs and capabilities of the students. Progressions, therefore, may be controlled by decreasing the time for the circuit while increasing the work load or repetitions at each station.

Post numbers of stations and small signs describing the activities to be performed at each station.

In grouping students, assign names or colors to each group to indicate their capacity and potential for work. Each group will receive specific assignments for the number of circuits, times for circuits, and number of repetitions at each exercise station.

Provide each student with a personalized score card which has space for cumulative scores to show progress.

Provide ample space and equipment so that six to eight students may perform simultaneously at each station, under the supervision of a trained Leader.

Give a preliminary warm-up period before having students engage in the circuit.

Start with flexible time and repetition schedules. As the class gradually improves, shorten the time and give more repetitions at each station.

Allow for a rest interval between stations or at the end of the exercise period.

Have students move from one station to another as they complete their exercise at each station.

As students improve, move them up to the next higher group.

Provide some free time for practice of exercise at any one station in which a student finds that he or she is deficient.

INSTRUCTIONAL MATERIALS

Masking tape and pressure-sensitive tape for floor markings
Traffic stanchions or cones
Stopwatches
Broad-jump mats
Blocks
Gang chinning bars or other chinning or pull-up equipment
Score sheets, student score cards, and other material (Obtain from the AAHPER.)
Tongue depressors
Weights and mats
Basketball timer
Gym chalk
Daylight projector, videotape recorder, and playback equipment
Line markers for use outdoors
Gymnastic equipment for obstacle course
Benches and step-up equipment
Ropes
Bag-striking equipment

Commercially produced or improvised dual resistive equipment
Clipboards
Cards with numbered test identification
Charts, diagrams, and illustrative material

SAFETY

Provide a rest period between test trials.

Have trained spotters at such activities as the obstacle course, the circuit course, and bench curls and presses.

Insist that all male students wear athletic supporters when engaged in such strenuous activities as weight lifting.

Inspect equipment and apparatus before and after all activity sessions. Check collars constantly to make sure that the plates are firmly fixed.

Check to make certain that adequate mats are properly placed around equipment and apparatus.

Have magnesium chalk for hand grip where hands are being used, as in apparatus obstacle course or weight-training.

Section off a safe space for weight-training activities. If possible, plan for separate weight and conditioning rooms.

Discourage any competitive lifting. Do not allow weight loads to be changed without teacher's supervision.

Do not allow weights to be rolled or dropped into place.

TEACHING SUGGESTIONS

Indicate the muscle groups involved in various exercise patterns, and provide complete warm up before engaging in the tests.

Use the AAHPER incentive awards for extrinsic motivation.

Retest all underachievers after a given length of time to determine areas where additional time, effort, and exercise are needed.

Post school as well as national norms, so that students may determine their status in fitness compared to others in the same age/height/weight/body-build groups.

Provide cumulative individual scoring cards so that students may chart their progress.

Use music for performing calisthenic drills to add enjoyment to the exercise program.

Provide some form of "tapering off" after a sustained exercise period and before the class moves to the locker rooms.

Use dynamic tension devices for isometric exercises.

Make spot checks of student Leaders to assure accurate and honest recording of test results.

During the practice period, make certain that the students perform the test with proper form as required by the test booklet.

In selection of activities, aim for all-around bodily development.

EVALUATION

Oral or Written Testing

Background of the activity
Basic rules
Terminology
Safety
Scoring and judging techniques
Selection and care of equipment

Performance Testing

Skills Testing

See test booklets from the New York State Physical Fitness Tests and the Youth Fitness Tests of the AAHPER for age/grade/height/body-build norms and classification indices. Test results are given to indicate standing by class or individual students.

Norms may be developed as the need arises for such activities as the circuit course or the obstacle course. Also, grade norms may be developed for weight-training programs.

1. **Pull Up** *(See Figs. 64 and 65)*

Equipment: A metal or wooden bar approximately 1½ inches in diameter is preferred. A doorway gym bar can be used, and if no regular equipment is available, a piece of pipe or even the rungs of a ladder can also serve the purpose.

Description: The bar should be high enough so that the student can hang with arms and legs fully extended and feet free of the floor. The student should use the overhead grasp. After assuming the hanging position, the student raises the body by his or her arms until the chin can be placed over the bar, and then lowers the body to a full hang, as in the starting position. The exercise is repeated as many times as possible.

Rules: Allow one trial unless it is obvious that the student has not had a fair chance.

The body must not swing during the execution of the movement. The pull must in no way be a snap movement. If the student starts swinging, check this by holding your extended arm across the front of the thighs.

The knees must not be raised, and kicking of the legs is not permitted.

Scoring: Record the number of completed pull ups to the nearest whole number.

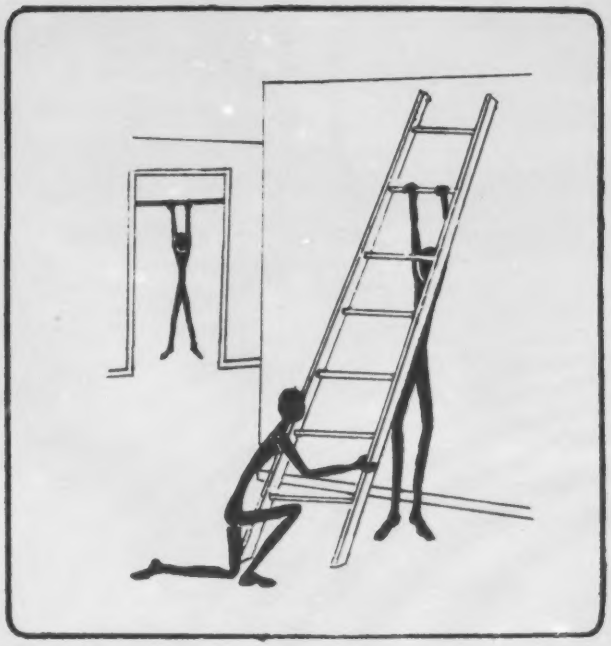


Fig. 64

2. **Flexed-Arm Hang** *(See Figs 66 and 67)*

Equipment: A horizontal bar approximately 1½ inches in diameter is preferred. A doorway gym bar can be used; if no regular equipment is available, a piece of pipe can serve the purpose. A stopwatch is needed.

Description: The height of the bar should be adjusted so that it is approximately equal to the student's standing height. The student should use an overhand grasp. With the assistance of two spotters, one in front and one in back of the student, the student raises the body off the floor to a position where the chin is above the bar, the elbows are flexed, and the chest is close to the bar. The student holds this position as long as possible.

Rules: The stopwatch is started as soon as the subject takes the hanging position.

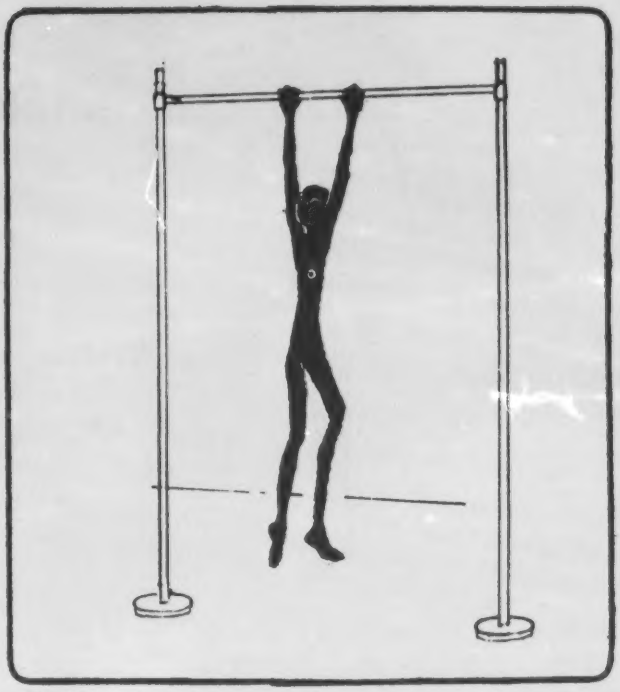


Fig. 65

The watch is stopped when the student's chin touches the bar; student's head tilts backwards to keep chin above the bar; student's chin falls below the level of the bar.

Scoring: Record in seconds, to the nearest second, the length of time the subject holds the hanging position.

3. **Sit Up (Flexed Leg)** *(See Figs. 68 and 69)*

Equipment: Clean floor, mat or dry turf, and stopwatch.

Description: The student lies on back with knees bent, feet on the floor, and heels not more than 12 inches from the buttocks. The angle at the knees should be less than 90 degrees. The student puts hands on the back of the neck, with fingers clasped, and places elbows squarely on the mat, floor, or turf. Feet are held by partner to keep them in touch with the surface. The student tightens abdominal muscles and brings head and elbows forward, curling up and finally touching elbows to knees. This action constitutes one sit up. The student returns to the starting position, with elbows on the surface, before sitting up again. The timer gives the signal "ready-go," and the sit-up performance is started on the word "go." Performance is stopped on the word "stop." The number of correctly-executed sit ups performed in 60 seconds shall be the score.

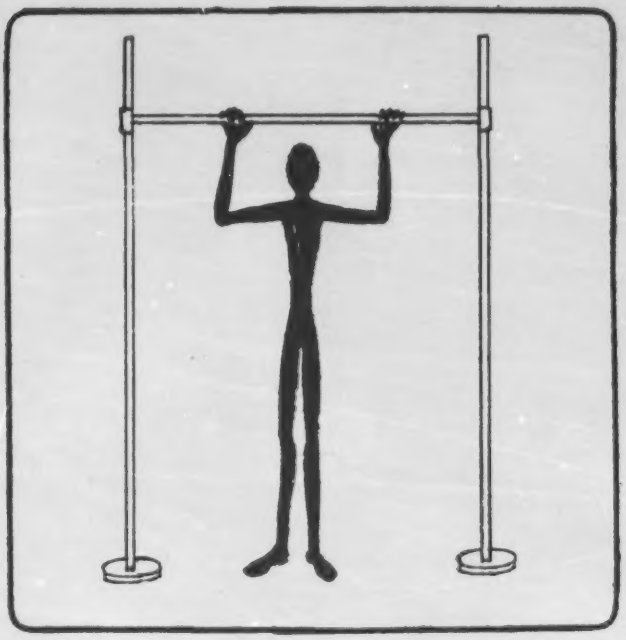


Fig. 66

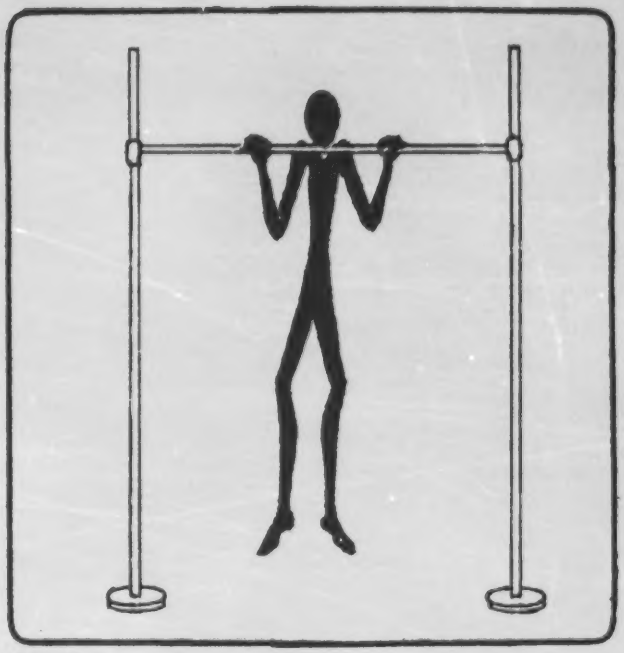


Fig. 67

Rules: Only one trial shall be allowed, unless the student has not had a fair opportunity to perform.

No resting between sit ups is permitted.

No sit ups shall be counted in which the student *does not* (a) keep the fingers clasped behind the neck; (b) bring both elbows forward in starting to sit up, without pushing off the floor with an elbow; or (c) return to starting position, *with elbows flat on the surface,* before sitting up again.

Scoring: Record the number of correctly-executed sit ups the student is able to do in 60 seconds. A foul nullifies the count for that sit up. The watch is started on the word "go," and is stopped on the word "stop."

4. Shuttle Run *(See Fig. 70)*

Equipment: Two blocks of wood, 2 inches x 2 inches x 4 inches, and stopwatch. Students should wear sneakers or run barefooted.

Description: Two parallel lines are marked on the floor 30 feet apart. The width of a regulation volleyball court serves as a suitable area. Place the blocks of wood behind one of the lines. The student starts from behind the other line. On the signal, "Ready? Go!" the student runs to the blocks, picks up one, runs back to the starting line, and *places* the block behind the line. The student then runs back and picks up the second block, which is carried back across the starting line. If the scorer has two stopwatches, or one with a split-second timer, it is preferable to have two students running at the same time. To eliminate the necessity of returning the blocks after each race, start the races alternately, first from behind one line and then from behind another.

Rules: Allow two trials with some rest between.

Scoring: Record the time of the better of the two trials, to the nearest tenth of a second.

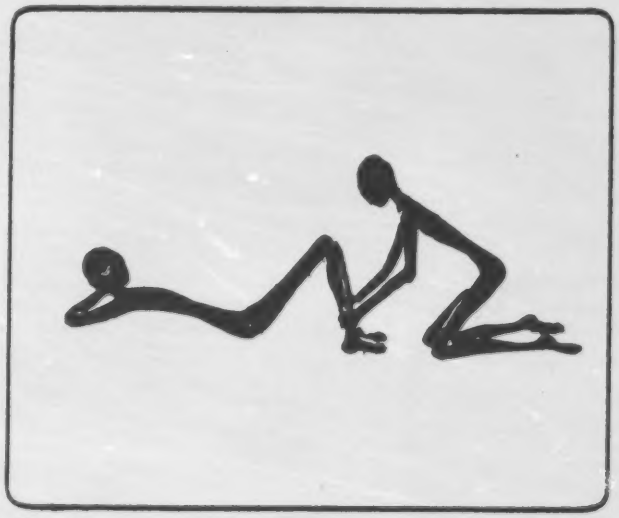


Fig. 68

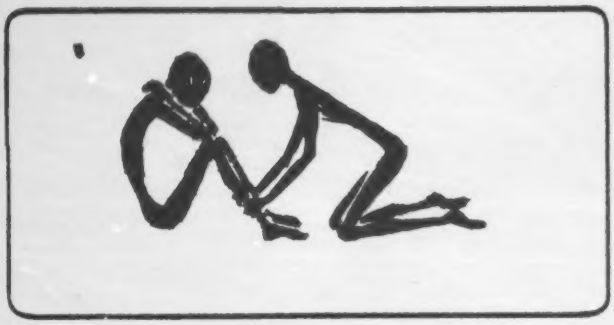


Fig. 69

5. **Standing Broad Jump** *(See Fig. 71)*

Equipment: Mat, floor, or outdoor jumping pit, and tape measure.

Description: Student stands with feet several inches apart and toes just behind the take-off line. Before jumping, student swings arms backward and bends knees. The jump is executed by simultaneously extending the knees and swinging the arms forward.

Rules: Allow three trials. Measure from the take-off line to the heel or other part of the body that touches the floor nearest the take-off line.

When the test is given indoors, it is convenient to affix the tape measure to the floor at right angles to the take-off line, and have the student jump along the tape.

The scorer stands to one side and observes the mark to the nearest inch.

Scoring: Record the best of the three trials in feet and inches, to the nearest inch.

6. **50-Yard Dash** *(See Fig. 72)*

Equipment: Two stopwatches, or one with a split-second timer.

Description: It is preferable to administer this test to two students at a time. Have both take positions behind the starting line. The starter will use the commands "Are you ready?" and "Go!" The latter will be accompanied by a downward sweep of the starter's arm to give a visual signal to the timer, who stands at the finish line.

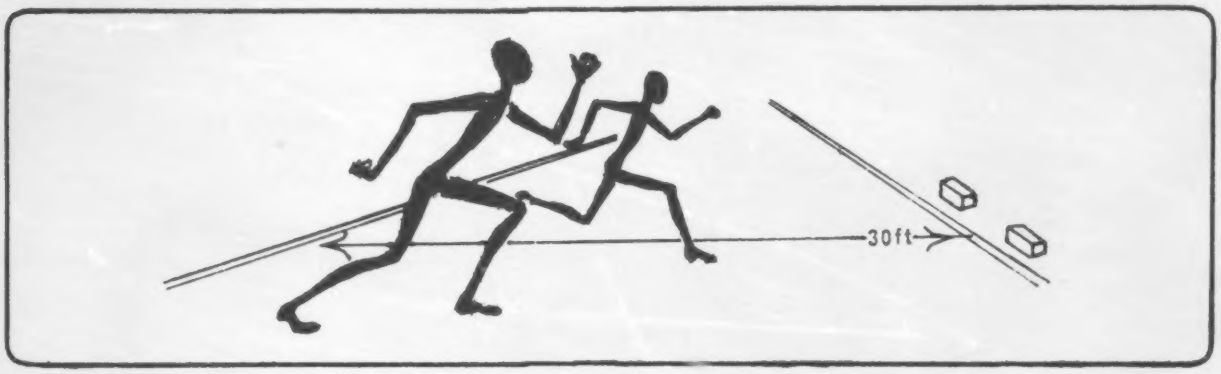


Fig. 70

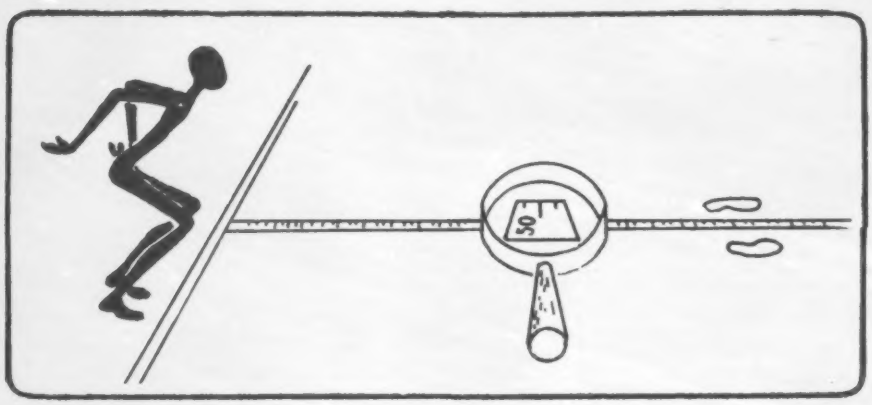


Fig. 71

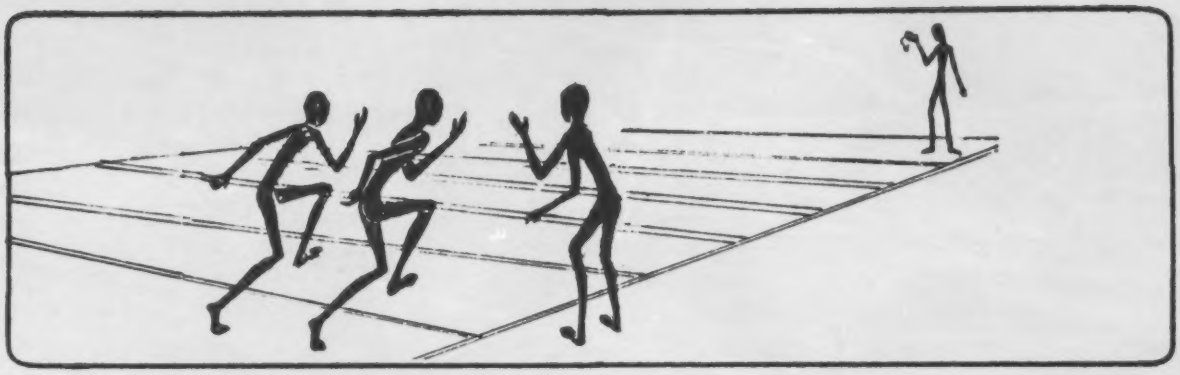


Fig. 72

Rules: The score is the amount of time between the starter's signal and the instant the student crosses the finish line.

Scoring: Record in seconds, to the nearest tenth of a second.

7. 600-Yard Run-Walk *(See Figs. 73-75)*

Equipment: Track or area marked according to the diagrams, and stopwatch.

Description: Note—Ages 13 or older, 1½-mile or 12-minute run.

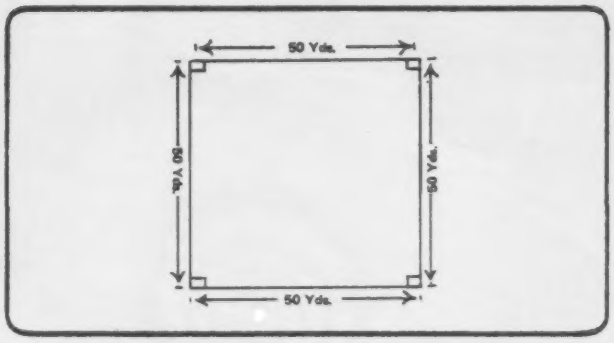


Fig. 73

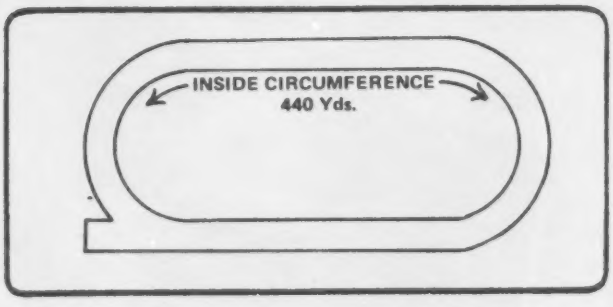


Fig. 74

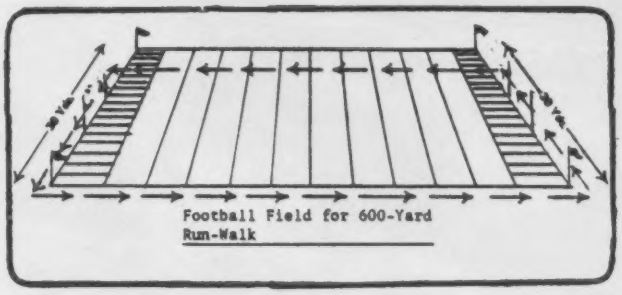


Fig. 75

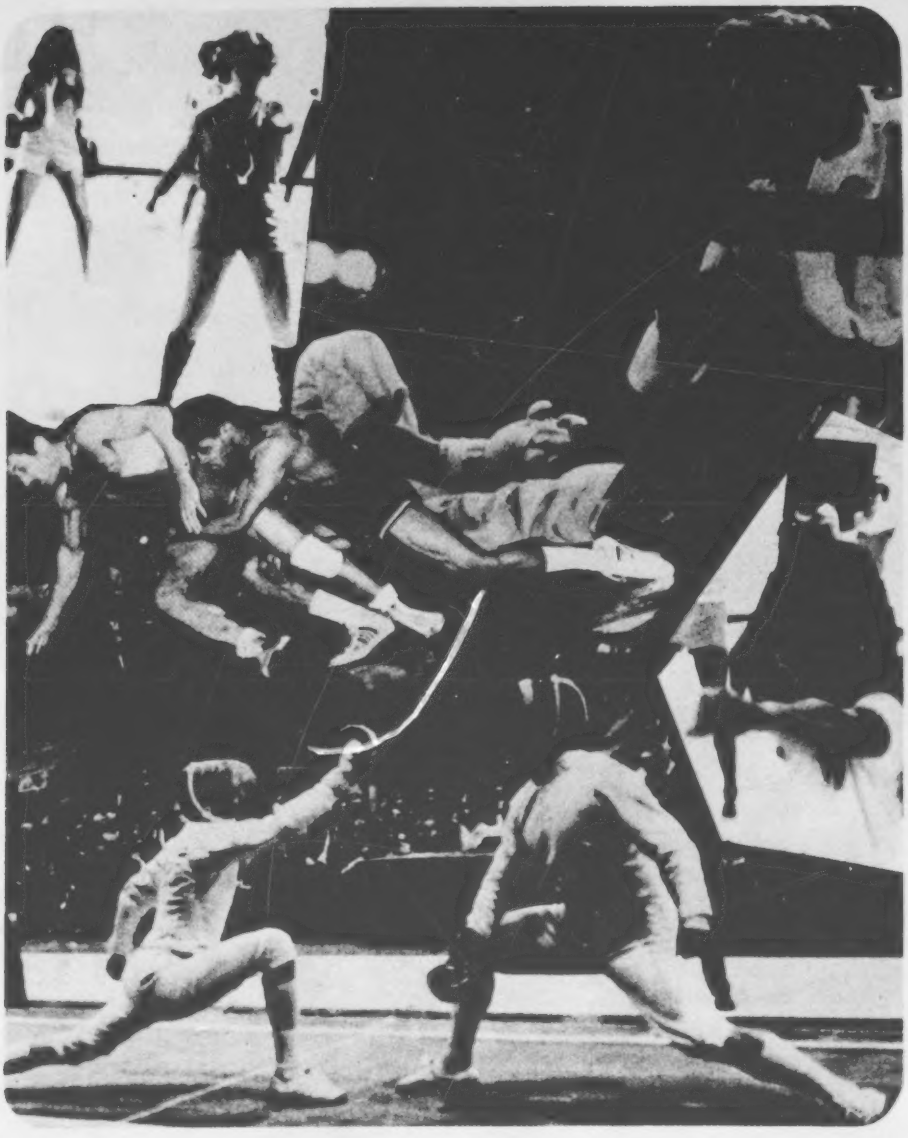
Student uses a standing start. At the signal "Ready? Go!" the student starts running the 600-yard distance. The running may be interspersed with walking. It is possible to have a dozen students run at one time by having the students pair off before the start of the event. Then each student listens for and remembers his or her partner's time as the latter crosses the finish. The timer merely calls out the times as the students cross the finish.

Rules: Walking is permitted, but the object is to cover the distance in the shortest possible time.

Scoring: Record in minutes and seconds.

Inside Tracks for 600-Yard Run-Walk.

VII COMBATIVES



FENCING

HISTORY

The sword and the knife historically were used as primary instruments of war. When gunpowder came into use in the sixteenth century, the practice of swordsmanship diminished. But it continued to remain popular among the nobility. The leading characters in many romantic novels, and later in the screenplays of those novels, were expert swordsmen. In 1896, fencing was included in the Olympic Games. The Amateur Fencers League of America regulates fencing in this country. Today fencing is a recognized interscholastic sport in which many schools in the city participate. Equipment such as masks, padding, gloves, devices for electrical scoring along with detailed regulations make fencing a safe sport. It demands strength of legs and arms, speed, agility, alertness, and knowledge. The objective of striking your opponent before he or she strikes you makes fencing a highly exciting sport. Participants also have a sense of carrying on a noble and romantic tradition, from the days when dueling was a sport using the foil, épée and saber.

GOAL SETTING

Use grade achievement standards and scope and sequence charts to establish unit goals. Continue to set limited, achievable goals as students progress toward unit goals.

GRADE ACHIEVEMENT STANDARDS

Grade 9 or 11

Correct grip, on-guard position, and basic stance for fencing. Correct footwork under basic conditions involved in a bout
Lines of engagement and their utility in a bout
Various basic parries and attack moves
Preparatory actions in a bout
Compound attacks

Grade 12

Advanced footwork techniques and their use in a bout
Advanced counterattacks
Advanced techniques in bouts, scoring and variations in attack and defense

CLASS ORGANIZATION AND MANAGEMENT

Use pressure-sensitive tape to lay out approved fencing strips.

Choose material which is slip-free for a fencing surface.

(Continued on page 178)

SCOPE AND SEQUENCE Fencing

(Grade Placement of Skills)

GUIDE
B — Basic Skills
I — Intermediate Skills
A — Advanced Skills
O — Optional Skills
R — Review of Skills
X — Taught in all Grades

SKILLS Fencing	JUNIOR HIGH SCHOOL		SENIOR HIGH SCHOOL			
	GR. 7	GR. 8	GR. 9	GR. 10	GR. 11	GR. 12
	Per	Per	15 Per	Per	15 Per	Per
LEAD UP ACTIVITIES						
HOLDING THE FOIL			B		R	
ON-GUARD POSITION			B		R	
Basic Leg Position			B		R	
Arm Position			B		R	
FOOTWORK			B		R	
Advance			B		R	
Retreat			B		R	
The Lunge			B		R	
Advance Lunge			B		R	
ENGAGEMENT						
Lines of Engagement						
The Four or Quarte			B		R	
The Six or Sixte			B		R	
The Seven or Septime			B		R	
The Eight or Octave			B		R	
Change of Engagement			B		R	
Double Change of Engagement					B	
TYPES OF PARRIES—DEFENSE						
Direct Parries			B		R	
Semicircular Parries			B		R	
Circular or Counter Parries			B		R	
ATTACKS						
The Soft Hit			B		R	
The Straight Thrust			B		R	
Disengage			B		R	
Cut-Over or Coupe					B	

SKILLS Fencing	JUNIOR HIGH SCHOOL			SENIOR HIGH SCHOOL		
	GR. 7	GR. 8	GR. 9	GR. 10	GR. 11	GR. 12
	Per	Per	15 Per	Per	15 Per	Per
ATTACKS						
Compound Attacks			B		B	
PREPARATORY ACTIONS						
The Feint			B		R	
The Beat			B		R	
The Press					B	
The Glide					B	
Deceiving a Parry or Derobement					B	
EXAMPLES OF COMPOUND ATTACKS					B	
ADVANCED FENCING (Offered as a selective in grade 12)						
FOOTWORK						
The Pattinando						A
The Ballestra						A
The Fleche						A
ADVANCED ATTACKS TO THE BLADE						
The Bind						A
The Croise						A
VARIATIONS FOR ATTACK						
Changes in Tempo						A
The False Attack						A
COUNTERATTACKS						
The Stop Thrust						A
The Time Thrust						A
The Riposte						A
The Remise						A

Materials such as wood, linoleum, cork, or rubber are all acceptable.

Shorten the strip from the regulation 46 feet where space is limited.

Arrange the class into groups of four with each member of the group approximately the same height/weight/body—build index.

Have each group supervised by a trained Leader. Rotate members' positions and have them fence against other members within the group.

Plan for students who are waiting their turn on the strip to analyze the moves and learn from other students who are practicing. Be sure they are placed well in back of the strip to avoid danger to those practicing on the strip.

Station student safety spotters at the rear and the sides of the fencing strip so that students do not run off the strip or come into conflict with other groups.

Set up practice targets, such as a rubber ball held at different heights, to enable students to practice their lunges and other moves.

Set up a mannequin to allow students to practice their moves at various positions of the body target.

INSTRUCTIONAL MATERIALS

French foils in good condition, with buttons affixed
Racks for storage of foils
Foils with number 4 or 5 blades should be available, according to preference.
Strong masks with snap-off, easily-laundered bibs
Fencing bags
Fencing gloves of various sizes for use and loan to students
Adequate storage space for properly hung jackets, masks, and gloves
Laundering facilities for bibs and jackets
Replacement parts for foil grips, and buttons
Pressure-sensitive tape
Bulletin board
Whistles and timers
One set of electrical scoring equipment to score matches

SAFETY

Conduct all fencing under the direct supervision of the teacher.

Prevent any horseplay.

Permit no students to cross swords unless properly attired and equipped.

Keep foil in good condition, covering the tip of the blade with a padded protector.

Have fencing masks and padded white fencing jackets, or at least half-jackets, properly fitted.

Wear fencing gloves on the foil hand, and tennis shoes and socks.

Have male students wear protective athletic supporters.

Forbid a student to fence with a broken blade.

Have students start and stop their fencing exercises on signal from the teacher.

Require students to warm up before engaging in practice or bouts.

Give intensive conditioning exercises before any instruction begins. Severe "charley horses" of the thighs are common with untrained fencers and poorly conditioned fencers.

TEACHING SUGGESTIONS

Present, through an expert, an illustrated talk on the history and skill of fencing before making a selection of optional or selective activities.

Show short film clips from popular movies, with an explanation of the correct and incorrect moves of the actors.

Have students give reports on films or TV programs in which fencing is an important part of the action, such as *The Three Musketeers,* or on highlights from Olympic fencing competition.

Invite members of the varsity team or representatives from the New York Fencer's Club to give an exhibition of the art and skill of fencing.

Include warm ups emphasizing stretching of the leg and thigh muscles. Practice lunges in graduated strength and duration, and running, as a general conditioner of the legs and aerobic system.

Check all safety equipment thoroughly.

Have beginners practice basic moves to develop automatic responses.

Allow student to practice basic moves in front of a mirror, or with a capable critic, to improve moves.

Personally check the holding of the foil in the correct position, and correct finger and hand movements.

Have students regularly practice footwork for greater mobility on the fencing strip. Use Leaders to supervise individual practice.

Analyze, demonstrate, and explain the basic movements involved in the lunge.

Make certain, when students are practicing with another fencer, that one student is on the attack and the other always on the defense. After a time, reverse the roles.

Have charts explaining the various points of attack and defense.

Show films and film loops involving the attack and defense positions and moves.

Have students practice compound attacks and defenses without opponents until they have mastered the basic attack and defense moves.

Perform precise moves in slow motion until these moves have been accurately learned, before engaging in combat.

Use padded wall targets so that students may learn and practice point control.

EVALUATION

Oral or Written Testing

History of the activity
Basic rules and scoring
Terminology
Safety
Officiating techniques
Selection and care of equipment
Strategies

Performance Testing

Skills Testing

1. **Basic**

Correct grip, on-guard position, and basic stance.
Correct footwork in a bout.
The use of lines of engagement and their utility in a bout.
Various parries and attack moves.
Preparatory action in a bout.
Two or more examples of compound attacks.

2. **Advanced**

Advanced footwork technique in a bout.
Advanced counterattacks.
Variations in attack and defense.

SELF-DEFENSE, KARATE, AND JUDO

SELF-DEFENSE

Interest in learning the art and skill of self-defense has grown tremendously in the past few years, undoubtedly because of the increase in street crime. The women's movement, too, has encouraged self-defense courses as growing numbers of women seek to acquire these skills.

Basic skills in karate and judo are presented in this unit. It would be appropriate to develop lessons on personal safety precautions to cope with sudden dangers that may occur in the home and on the streets. Training in self-defense develops fitness and often becomes a long-term leisure-time activity.

KARATE

Many civilizations developed indigenous styles of fighting employing kicking, punching, and grappling techniques. However, nowhere has the art of unarmed self-defense achieved a degree of excellence greater than that of the martial art of karate as developed in the East, most notably in Japan and Korea. Karate strives to imbue its practitioners with an ethical code of conduct. Character and personality development is a substantial part of the vigorous training. Properly presented, karate is a formidable system of self-defense, an excellent means of body conditioning, and a sport. The "true" purpose of karate is said to be the development of courtesy, integrity, humility, courage, and self-control. While the emphasis in this unit focuses on self-defense techniques, one should, nevertheless, seek to present all aspects whenever possible.

The practice and application of karate techniques involves blocking an opponent's attack and then countering with a series of kicks, punches, and strikes to vital areas. These are delivered from a strong stance which increases one's power and stability.

JUDO

Judo is an ancient method of fighting. Its name implies "the gentle way" because one does not use force against an opponent's force. Instead, one "gives way" and adds his or her strength and movement in the direction of the attack, thus facilitating the unbalancing and throwing of the opponent on to his or her back. Judo resembles wrestling in many of its aspects, although the throw and fall are emphasized more than the pinning holds. Judo is recognized as an art of self-defense. The sport demands agility, suppleness, strength, quick reflexes and reaction time, and superb physical conditioning.

B — Basic Skills
I — Intermediate Skills
A — Advanced Skills
O — Optional Skills
R — Review of Skills
X — Taught in all Grades

SCOPE AND SEQUENCE Self-Defense

(Grade Placement of Skills)

SKILLS Self-Defense	JUNIOR HIGH SCHOOL		SENIOR HIGH SCHOOL			
	GR. 7	GR. 8	GR. 9	GR. 10	GR. 11	GR. 12
	Per	Per	15 Per	15 Per	15 Per	Per
LEAD UP ACTIVITIES						
HOME DEFENSE			B	R	R	
SAFETY AND DEFENSE ON THE STREETS			B	R	R	
GENERAL DIRECTIONS WHEN FACING ATTACK ON THE STREETS			B	R	R	
DEFENSE TECHNIQUES WHEN BEING PHYSICALLY ATTACKED						
Grabbing the Hair—Front			B	R	R	
Front Neck Choke			B	R	R	
Pushed from the Front			B	R	R	
Choke with One Hand; Or Collar Choke			B	R	R	
Bear Hug—Pinning Arms to Side			B	R	R	
Front Bear Hug—Grabbing Under Arms			B	R	R	
Front-Two-Hand Wrist Grip			B	R	R	
One-Hand Wrist Grip			B	R	R	
Cross Wrist Grip			B	R	R	
Handshake and Pull Forward			B	R	R	
Rear Grab of Hair				I	R	
Rear Neck Choke			B	I	R	
Rear Grab Over Mouth				I	R	
Rear Bear Hug—Locking Arms				I	R	
Rear Bear Hug—Under Arms—Or Wrist Grab—Rear				I	R	
Rear Full Nelson				I	R	
From Side—Wrist Grab or Side Hug				I	R	
Rope Strangle-Hold, Front and Rear					A	
Defense From Lying Position after Trip					A	

NOTE: Self-defense, judo or karate, taught as separate courses or in combination, may be selective, elective, or optional courses—basic-9th; intermediate-10th or 11th; advanced-12th.

SCOPE AND SEQUENCE Karate
(Grade Placement of Skills)

GUIDE

B — Basic Skills
I — Intermediate Skills
A — Advanced Skills
O — Optional Skills
R — Review of Skills
X — Taught in all Grades

SKILLS Karate	JUNIOR HIGH SCHOOL GR. 7 Per	GR. 8 Per	GR. 9 15 Per	SENIOR HIGH SCHOOL GR. 10 15 Per	GR. 11 15 Per	GR. 12 Per
LEAD UP ACTIVITIES						
BASIC OFFENSIVE SKILLS						
The High Punch			B	R	R	
The Middle Punch			B	R	R	
The Low Punch			B	R	R	
Two-Fisted Punch			B	R	R	
U-Punches			B	R	R	
The Side Punch			B	R	R	
Spear Hand Strike			B	R	R	
One and Two-Finger Eye Poke				I	R	
Shuto or Soo Do, Knife Hand						
Outside to Inside			B	R	R	
Inside to Outside			B	R	R	
Five-Way Hand Chops				I	R	
Reverse Knife Hand Chops				I	R	
Palm-Heel Strike				I	R	
Open Palm Strike				I	R	
Back Hand Strike				I	R	
Hammer Fist				I	R	
Reverse Hammer Fist				I	R	
Elbow Way Strikes—Four Way				I	R	
BASIC DEFENSIVE SKILLS						
Blocks of the Fist or Knife Hand Rising Block			B	R	R	
Middle-Inside-Outside Block			B	R	R	
Middle—Outside—Inside Block			B	R	R	
Low Block			B	R	R	

SKILLS Karate	JUNIOR HIGH SCHOOL		SENIOR HIGH SCHOOL			
	GR. 7	GR. 8	GR. 9	GR. 10	GR. 11	GR. 12
	Per	Per	15 Per	15 Per	15 Per	Per
BASIC DEFENSIVE SKILLS						
Double Middle Block Using Supporting Hand			B	R	R	
Upper X Block				I	R	
Lower X Block				I	R	
Double Side Block, High and Low				I	R	
BASIC KICKS						
Front Snap			B	R	R	
Front Instep Kick			B	R	R	
Front Thrust Kick			B	R	R	
Side Snap Kick			B	R	R	
Side Thrust			B	R	R	
Back Kick—Back Swing Kick				I	R	
Heel Kick				I	R	
Round House Kick				I		
Advanced Jump Kicks				I	A	
PRE-ARRANGED AND SIMULATED FIGHTING			X	X	X	
PHILOSOPHY AND MANNERS OF KARATE			X	X	X	

GOAL SETTING

Use grade achievement standards and scope and sequence charts to establish unit goals. Pretest students and use data for ability grouping and as a base for recording individual skills progress. Continue to set limited, achievable goals as students progress toward unit goals.

GRADE ACHIEVEMENT STANDARDS

Grade 9 or 10

Defense against basic attacking holds
Personal safety rules on the streets and in the home
Five counter moves for basic attack moves
Forms and manner of karate
Minimum of two punches, two strikes, two kicks, and two defensive moves
Proper and safe way of falling in judo
Manners, customs, and rules associated with judo
Three basic judo throws, two pinning techniques, and at least one joint lock

Grade 10 or 11

Self-defense

Escapes from three of the following:
Rear grab of the hair, rear neck choke, rear grab over mouth, bear hugs, full nelson, wrist grab, or side hug

Karate

Basic offensive, defensive moves and kicks
Three intermediate offensive and defensive moves and three intermediate types of kicks
Offensive and defensive moves in simulated fighting
Manners and philosophy of karate

(Continued on page 186)

SCOPE AND SEQUENCE Judo
(Grade Placement of Skills)

GUIDE

B — Basic Skills
I — Intermediate Skills
A — Advanced Skills
O — Optional Skills
R — Review of Skills
X — Taught in all Grades

SKILLS Judo	JUNIOR HIGH SCHOOL GR. 7	GR. 8	GR. 9	SENIOR HIGH SCHOOL GR. 10	GR. 11	GR. 12
	Per	Per	15 Per	15 Per	15 Per	Per
LEAD UP ACTIVITIES						
BASIC TECHNIQUES						
Introduction to the Oriental Martial Arts			B	R	R	
Manners and Customs			B	R	R	
Stance and Balance			B	R	R	
Basic Bodily Movements			B	B	R	
The Grip or Kumikata			B	R	R	
BREAKFALL TECHNIQUES (UKEMI)						
Falling Forward, Backward, Sideward			B	R	R	
Free Practice or Randori			B	R	R	
JUDO THROWS						
Breaking the Balanced Position (Kuzushi)			B	R	R	
Fitting for the Throw (Tzukuri)			B	R	R	
Leg Throw—Advancing Foot Technique			B	R	R	
Knee Wheel			B	R	R	
Major Outer Reaping Throw			B	R	R	
Major Hip Throw				I	R	
Major Inner Reaping Throw				I	R	
Shoulder Throw				I	R	
Lift-Pull Hip Throw				I	R	
Body Drop				I	R	
Sweeping Hip Throw				I	R	
Circle Throw				I	R	
PINNING TECHNIQUES						
Scarf Hold			B	R	R	

SKILLS Judo	JUNIOR HIGH SCHOOL			SENIOR HIGH SCHOOL		
	GR. 7	GR. 8	GR. 9	GR. 10	GR. 11	GR. 12
	Per	Per	15 Per	15 Per	15 Per	Per
PINNING TECHNIQUES						
Shoulder Hold			B	R	R	
Upper Four Quarter Hold			B	R	R	
Side Four Quarter Hold			B	R	R	
CHOKES OR STRANGLE HOLDS						A
JOINT LOCKS						
Entangled Arm Lock			B	R	R	
Cross Armlock				I	R	

Judo

Basic throwing and pinning techniques
Intermediate throws: major hip throw and major inner reaping throw
Intermediate pinning techniques: sweeping hip throw, circle throw, cross armlock

CLASS ORGANIZATION AND MANAGEMENT

Weigh and measure height of all students in the class.

Assign students in pairs according to their weight/height/body-build-index.

Regroup students who demonstrate skills, greater strength, or some previous training.

Assign one trained, skilled Leader to supervise each pair of four "buddies." Vary the pairs at times to provide some element of competition.

Insist that safety regulations are followed, and post these at each practice area.

Provide each group with sufficient mats and practice space to avoid collision with other groups.

Stress disciplined control of all movements for safety.

Provide some full-length mirrors so that students can see their movements and make their own corrections. Use videotaping, where possible, to assist in correcting form and movement.

Stress that practice for form is as important as practice for free fighting.

Have girls practice with girls, in self-defense, unless more force is desired after learning basic skills and defensive movements. At that time, assign special Leaders to lead selected groups.

Stress, in teaching self-defense techniques, that the object of the moves is really to get away from a potential attacker without being harmed and not to disarm or harm the attacker.

INSTRUCTIONAL MATERIALS

Mats, clean and firmly-anchored
Extra judo or karate costumes for those who cannot afford to purchase them
Laundering facilities
Full-length mirrors

SAFETY

Insist student obey on command. Stress that in combatives it is easily possible for serious injury to occur unless students learn to obey on command.

Permit no horseplay.

Use a heavy punching bag, or series of wall mats with outline of a human target, to practice certain blows, kicks, or chops.

Remind students that they must pull their kicks and punches at all times.

Teach all students the "I surrender signal." They must relinquish pressure or leverage whenever the opponent gives such a signal (two taps on opponent's thigh if pressure is serious).

TEACHING SUGGESTIONS

Show clips of movies or have students report on experts who have used judo or karate, e.g., Bruce Lee.

Invite officers of the police safety van to the school to demonstrate self-defense, and teachers of local karate academies to show basic and advanced moves.

Start each class with some of the traditions and forms of karate or judo.

Have students follow both the written and unwritten rules and laws for judo and karate.

Stress self-control as a primary value.

Make certain that all students learn how to fall (ukemi) in judo.

Do not allow any advanced falls until the student has been thoroughly trained in the technique of falling without injury.

Require students, in self-defense, to practice defensive moves in slow motion until they have mastered the moves.

Continue review and practice of basic skills; e.g., proper falls in judo, or the stances, strikes, blocks, and kicks in karate.

Explain, analyze, and demonstrate any new moves. Allow time for practice immediately after presentation.

Have students practice and master karate form drills before engaging in practice. These are various set forms which should be learned before engaging in real or even simulated combat.

Provide for prearranged fighting with pulls before blows are struck for learning the various offensive and defensive moves.

EVALUATION

Oral or Written Testing

History of the activity
Basic rules and scoring
Terminology
Safety
Officiating techniques
Selection and care of equipment
Strategies

Performance Testing

Skills Testing

Self-defense

Three or more escapes from among:
- Rear grab of the hair
- Rear neck choke
- Rear grab over mouth
- Bear hugs
- Rear full nelson, with grab or side hug

Judo

Basic techniques
Intermediate throws:
- Major hip throw and major inner reaping throw

Basic pinning techniques
Intermediate techniques:
- Sweeping hip throw
- Circle throw
- Cross armlock

Karate

Basic offensive and defensive techniques and kicks
Three intermediate offensive moves, defensive moves, and kicks
Offensive and defensive moves in simulated fighting

WRESTLING [8]

HISTORY

Wrestling may be as old as the human race, dating to prehistoric times. Wrestling holds were known in Egypt, occurring in 2800 B.C. Years later, the Greeks considered wrestling the most manly of sports. Competitive wrestling was regarded as the most important event, after discus throwing, in the original Olympic Games in Greece. Scenes of wrestling competition are found in many forms of ancient Greek art. In the United States the sport was enjoyed among the colonists of the 17th century, and continued to grow in popularity. In 1904, the Intercollegiate Wrestling Association was formed. Since that time it has become one of the fastest-growing sports, particularly among high school students.

Wrestling is a sport in which every student can compete regardless of height and weight. It offers a socially acceptable outlet for any possible aggressions and hostility, and serves as the basis for self-defense. The sport demands and develops such attributes as strength, endurance, agility, balance, speed, and alertness. Wrestling provides enrichment and variety in the physical education program, and contributes to physical fitness goals.

GOAL SETTING

Use scope and sequence charts to establish unit goals. Pretest students and use data for ability grouping and as a base for recording individual skills progress. Continue to set limited, achievable goals as students progress toward unit goals.

CLASS ORGANIZATION AND MANAGEMENT

Weigh each student before the unit begins, so that students may be paired by weight and assigned partners.

Divide the class into groups: lightweight, middleweight, and heavyweight.

Group the class in three's; while two students are paired, the third may act as a referee. Rotate the performers' roles.

Correct, early in the unit, to avoid obvious mismatches because of individual differences in ability.

Number partners so that the instructor can easily identify the offensive partner and the defensive one.

INSTRUCTIONAL MATERIALS

24-foot square or circle with mat cover, surrounded by a 5-foot safety area outside the circle

(Continued on page 191)

8. Material for this section drawn extensively from *Wrestling: Physical Education, Secondary Schools.* (Board of Education of the City of New York, 1972-74 Series).

SCOPE AND SEQUENCE Wrestling

(Grade Placement of Skills)

GUIDE

B — Basic Skills
I — Intermediate Skills
A — Advanced Skills
O — Optional Skills
R — Review of Skills
X — Taught in all Grades

SKILLS Wrestling	JUNIOR HIGH SCHOOL			SENIOR HIGH SCHOOL		
	GR. 7	GR. 8	GR. 9	GR. 10	GR. 11	GR. 12
	10 Per	15 Per	15 Per	15 Per	15 Per	15Per
LEAD UP ACTIVITIES—CONDITIONING FUNDAMENTAL POSITIONS	R		R	R	R	R
Top and Bottom Referee's Position	B		B	R	R	R
Standing—Open and Closed Stance			B	I	I	I
BREAKDOWNS						
Far Ankle and Far Arm	B		B	R	R	R
Head Pry Lever	B		B	R	R	R
Near Arm and Waistlock	B		B	R	R	R
Far Ankle Drive and Waistlock	B		B	R	R	R
Cross Body Ride				I	I	I
Break for Cross Body Ride				I	I	I
Chain Sequence Drills—Combinations of Breakdowns and Pinning				I	I	I
Rock of Gibralter	B		B	R	R	R
PINNING COMBINATIONS AND BREAKS						
Half Nelson or Crotch Pin	B		B	R	R	R
Bridge and Turn-In to Counter	B		B	R	R	R
Guillotine Pin				I	I	I
FLOATING AND SPINNING DRILLS	B		B	R	R	R
ESCAPE, REVERSALS, AND COUNTERS						
Side Roll to Counter	B		B	R	R	R
Step-Over Counter				I	I	I
Flatten-Out Counter for Side Roll	B		B	R	R	R
Sit-Out and Turn-In Follow	B		B	R	R	R
Follow to Counter Sit-Out	B		B	R	R	R
Snapback Counter to Sit-Out and Turn-In	B		B	R	R	R

SKILLS Wrestling	JUNIOR HIGH SCHOOL			SENIOR HIGH SCHOOL		
	GR. 7	GR. 8	GR. 9	GR. 10	GR. 11	GR. 12
	10 Per	15 Per	15 Per	15 Per	15 Per	15 Per
Wing and Step-Over Counter to Half Nelson	B		B	R	R	R
Standup to Escape Drills				I	I	I
Wrestler's Grip and Body Lock Counter				I	I	I
TAKEDOWNS AND COUNTERS						
Snap-Down from Head-to-Head Position				I	I	I
Whip-Over from Head-to-Head Position				I	I	I
Double-Leg Takedown				I	I	I
Sprawl Counter to Double-Leg Takedown				I	I	I
Single Leg and Trip Takedown				I	I	I
Arm Drag Takedown				I	I	I
Cross-Face and Crotch Counter				I	I	I
Duck-Under				I	I	I
Fireman's Carry				I	I	I
Head and Heel Takedown				I	I	I
Closed Stance and Takedown				I	I	I
Maneuver to Knees				I	I	I
Sparring on Feet				I	I	I
Knee Tag				I	I	I
Takedown Drill				I	I	I

Regular gymnasium mats anchored together and covered with a regulation mat cover to form a wrestling area
Tumbling mats for teaching certain basic skills
Stopwatches
Referee's horn
Whistle
Weighing scale
Skill achievement charts
Tournament charts
Color-coded identification bands
Optional sweat shirts and sweat pants for students
Athletic supporters (when applicable)
Sets of competition uniforms

SAFETY PROCEDURES

The teacher should:

instruct students to recognize and avoid using illegal holds.

anticipate and break holds that may be potentially dangerous.

allow sufficient space between each pair of participants. When the activity requires more space, divide students into alternating groups.

officiate at all wrestling bouts until students are trained to assume this role under close teacher supervision.

stop a bout when wrestlers are close to the edge of the mat. Re-start contestants in the middle of the mat.

avoid mismatches caused by differences in size, weight, and experience. Stop matches immediately when one student is obviously outclassed.

see the students keep their fingernails trimmed and that their hands and bodies are free of rings, jewelry, and metal buckles.

check for skin rashes.

keep mats clean.

The student should:

warm up thoroughly before wrestling.

use only those holds learned in class.

avoid using illegal holds.

stop wrestling immediately when there is any indication that the opponent is injured or about to be hurt.

never engage in horseplay.

engage in actual wrestling only when the teacher is present.

TEACHING SUGGESTIONS

Prepare some lessons on the history of the sport, and correlate these with social studies.

Give thorough and intensive warm-up drill and conditioning exercises, such as neck and bridgework, before engaging in wrestling activities.

Review the move first before teaching a counter move.

Integrate skills by showing how a previously learned move can be used to set up another move.

Use chain drills which combine previously taught skills with new ones.

Give cues and commands to control the movement of the participants. Stress that new skills are not to be used competitively unless directed by the teacher.

Begin actual wrestling as soon as basic skills are learned.

Teach rules as the need arises and when bouts are refereed; let the whole class know the basis upon which rulings are given.

Space wrestlers on mats to give each pair sufficient room for learning each skill.

Use a whistle to start and stop all wrestling.

Teach progressions by the numbers, and announce each hold. Class will perform in unison.

Review and repeat movements until there is a satisfactory level of performance.

Teach students not to resist excessively during the preliminary learning phase.

Have the students give cues and corrective suggestions.

Advise students that, as they improve their performance and learn skills, their partners may exert more resistance so that they may learn how, when, and where to exert more power.

EVALUATION

Oral or Written Testing

History of the activity
Basic rules and scoring
Terminology
Safety
Officiating techniques
Selection and care of equipment
Strategies

Performance Testing Game Situation Drills

Skills Testing

Students will execute the following basic skills:

Correct referee's position
Four basic holds
Two escapes
Two reversals
Two pinning combinations
Basic conditioning exercises

Students will execute the following intermediate skills:

The standing position with closed stance
Four takedowns
Four counters
Two advanced escapes
Two reversals
Two pinning combinations

VIII DANCE

MODERN DANCE

HISTORY

Since the beginning of time people have danced. They have danced to celebrate the changing of the seasons, the important events in their lives, and the customs and traditions of their culture. They have danced to appease the gods and to communicate emotions and thoughts, conveying through body movement their feelings of joy or fear.

Modern dance is a concept rather than a traditional or formal technique. It has developed over the years in reaction to the more rigid and formal definitions of movement. Any movement possible to the human body, any sounds or rhythms suitable to what the performer or choreographer wants to express, can be used in modern dance. This freedom to innovate and experiment in many directions has increased the audience for modern dance as well as the numbers of professional and nonprofessional participants in the field. More men have been attracted to modern dance as a means of training their bodies and for self-expression. And along with current growth in popular appreciation of modern dance has come the recognition of many notable dancer-choreographers such as Alvin Ailey, Alwin Nikolais, Twyla Tharp, and Merce Cunnningham.

Modern dance occupies an important and unique place in physical education. There are certain physical fitness and conditioning elements inherent in this dance program. Its vigorous activity demands a discipline that is naturally athletic. In addition, modern dance readily integrates into music, art, social studies, and the language arts. It is really body language in action. Young people especially derive satisfaction from moving rhythmically and gracefully, so that today a well-balanced physical education curriculum offers them the opportunity to engage in a broadly based dance program, which can be given as an optional or selective course.

GOAL SETTING

Use grade achievement standards and scope and sequence charts to establish unit goals.

GRADE ACHIEVEMENT STANDARDS

Grade 8

Conditioning and warm-up exercises such as the bent-knee bounce and the straight-leg bounce.

Basic sitting, kneeling, standing, and locomotor movements such as forward walks, backward walks, and skips.

(Continued on page 197)

SCOPE AND SEQUENCE Modern Dance
(Grade Placement of Skills)

GUIDE

B — Basic Skills
I — Intermediate Skills
A — Advanced Skills
O — Optional Skills
R — Review of Skills
X — Taught in all Grades

SKILLS Modern Dance	JUNIOR HIGH SCHOOL			SENIOR HIGH SCHOOL		
	GR. 7 Per	GR. 8 15 Per	GR. 9 Per	GR. 10 15 Per	GR. 11 Per	GR. 12 15 Per
CONDITIONING TECHNIQUES						
Floor						
Bent-Knee Bounce		B		R		R
Straight-Leg Bounce		B		R		R
Sitting and Kneeling (*D.F., p. 77)		B		R		R
(D.F., pp. 68-69)				I		R
(D.F., pp. 78, 80)				I		R
(D.F., p. 81)						A
(D.F., p. 71)						A
Lying Techniques (D.F., p. 52)		B		R		R
Leg Extensions on Back and Side		B		R		R
Chest Arch on Back				I		R
Side Leg Stretch and Release				I		R
Contractions (**E.S., p. 43)				I		R
Standing						
1st and 2nd Position Plié		B		R		R
Relevé—1st and 2nd Position				I		R
Jumps—1st and 2nd Position				I		R
Standing Technique (D.F., pp. 84, 85)		B				
Standing Leg Swings (D.F., p. 86)				I		R
Prance Preparations		B		R		R
Turns				I		R
Falls and Recoveries—Side, Forward, Back				I		R
Brushes—1st Position, Forward, Side, Back				I		R

**Dance Fundamentals, Grades 7-12.* New York: Board of Education, 1959. Reprint 1969.
**Sherbon, Elizabeth. *On the Count of One.* Palo Alto, Calif.: National Press Books, 1968.

SKILLS Modern Dance	JUNIOR HIGH SCHOOL			SENIOR HIGH SCHOOL		
	GR. 7	GR. 8	GR. 9	GR. 10	GR. 11	GR. 12
	Per	15 Per	Per	15 Per	Per	15 Per
LOCOMOTOR TECHNIQUES						
Walk, Foot Preparation for Walk		B		R		
Forward, Backward, and Sideward Walks		B		R		R
Runs		B		R		R
Step, Hop		B				
Skips		B		R		R
Leaps, Brush Leap and One-Step Preparation				I		R
Forward Prances				I		R
Lunges				I		R
Low Walks, High Walks, Triplets						A
Gallops						A
Slides						A
IMPROVISATIONAL STUDIES		B		I		A
COMPOSITIONAL STUDIES		B		I		A
PERFORMANCE AND CREATION BASED ON LEVEL OF TECHNIQUE		B		I		A

Evidence of interest and knowledge of the dance field, demonstrated by such contributions as book reviews on dance, scrap book, attendance at dance performances.

Grade 10

Basic and intermediate warm-up and conditioning exercises.

Intermediate sitting, kneeling, standing, and locomotor techniques such as prances and leaps.

Combination of movements and techniques into a creative composition.

Grade 12

Side-leg stretch on release, leap, brush leap, one-step preparation, gallops, and slides.

Triplet series

Combination of movements and techniques into a creative composition.

CLASSROOM ORGANIZATION AND MANAGEMENT

Provide for variety of rhythmic movement patterns. Allot rest periods for discussion and prevention of fatigue.

Have students, individually or in groups, evaluate the lesson. Students' self-appraisal helps them to understand the need for further instruction and practice.

Provide teacher evaluation of performance during the lesson as a guide for future practice and correction.

Determine the floor organization of the class by the type of dance activity selection. (See *Fig. 76* for one suggested class organization.)

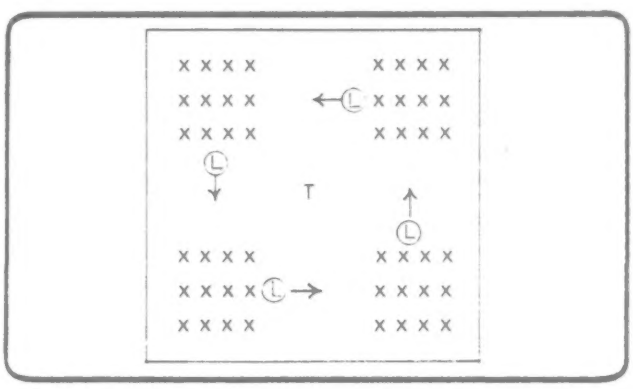


Fig. 76

INSTRUCTIONAL MATERIALS

Percussion instruments such as drums, wood blocks, rhythm sticks, Chinese gong, tom-tom
Record players with varying speeds
Microphone and loud speaker
A movable piano
Choral group, phonograph, and tape recordings
Theatrical or improvised props to stimulate creativity and improvised dance forms and compositions
Other percussion instruments such as bongos
Videotape equipment

SAFETY

Stress that proper attire is dance leotards and tights without feet.
Caution students that over-enthusiasm may result in strains, tripping, accidental blows, or other hazardous incidents. Provide careful supervision.
Assign students partners of similar ability and body build for dual activities.
See that Leaders' or teacher's help is given to students experimenting with difficult skills.
Vary the space to suit the activity; e.g., running, leaping, galloping and skipping require more space than walking, hopping, or jumping.
Place the piano or phonograph away from the performance area.

TEACHING SUGGESTIONS

Institute the discipline of a formal gymnastic drill, combined with the atmosphere of a professional studio devoted exclusively to this art form, for instruction in the modern dance.

Provide, in every lesson, some conditioning exercises (related to the movement to be taught), some sitting and lying techniques, and some standing and locomotor techniques.

Integrate the aims of lessons with the aims and achievements of previous lessons. Provide for review.

Teach locomotor skills for accuracy in movement and satisfactory rhythmic response.

Combine, if possible, fundamental locomotor forms into interesting and varied patterns.

Combine axial and locomotor movements to develop coordination and body control.

Provide time for creative experiences based upon movements already learned during the lesson.

Improve skill by count or with the use of the percussion drum during the teaching and initial practice phase. After students have learned the movements, have them listen to the music; discuss meter, stress, tempo, and mood before using the music as an accompaniment.

Emphasize accuracy of movement and rhythmic response.

Explain the purpose of each drill and analyze the basic movement.

Use cues and corrections, both general and specific, for improved performance.

EVALUATION

Oral or Written Testing

History and objectives of the modern dance
Scrap book on the dance
Dance book reviews
Concert criticism
Concert attendance reports

Performance Testing

Technique

Was the:
starting position of each technique correct?
movement sequence properly performed in relation to head, arms, torso, and legs?
final position of the technique sequence properly completed and held?
student exhibiting flexibility in the execution of the movement?

Rhythm

Do students exhibit an understanding of the basic rhythmic patterns, such as 4/4, 3/4, 2/4, 6/8?

Coordination

Do the dancers exhibit a smooth flowing pattern of movement in lyric sequences?
Are students capable of performing a sharply accentuated percussive movement sequence?

Demonstration

Is there any attempt at projection in the students' performances?
Are the dance techniques perormed at a beginning, intermediate, or advanced level?
Did students use the full musical phrase in the execution of the movement?
Did students interpret the music properly through their dance movement?
Are the students able to use the techniques taught in original compositions?

SOCIAL DANCE

HISTORY

Dancing, throughout the ages, has been an important expression of people's desire to socialize. This form of dancing has evolved for the most part out of a group's tradition of ethnic and folk dances. Social dancing is a highly individualistic and creative kind of movement which uses improvisation and responds to changes popular in the culture. Music directly affects the mode of social dancing. Rock and roll music, for example, developed its own unique forms of dance. In the early part of this century, with the advent of jazz, people created another kind of dancing. Fads in social dance fluctuate, but basic or traditional rhythms and patterns remain and upon these there are innumerable variations. Contemporary dances such as the hustle are highly improvisational.

Social dancing allows people to express their moods and emotions and gives them enjoyment in dancing with a partner. In addition, the skillful dancers learn to move with grace and ease, and to further develop the self-confidence so important to our youth.

GOAL SETTING

Use scope and sequence charts to establish unit goals.

CLASS ORGANIZATION AND MANAGEMENT

Enroll the class on a coeducational basis.

Arrange for choosing partners, dancing with assigned partners, finding partners in mixers, and changing partners.

Enlist the aid of expert dancers to act as assistants or Leaders, and to teach dances which are in current vogue or to dance with students having difficulty.

Alternate male and female teachers to teach classes.

Use both gymnasia, if the class is large enough.

Utilize the hollow square and semicircle formations for demonstrations.

Stage dances appropriate to line formations, e.g., parallel, square, or circle.

See that movements in the class and on the dance floor are generally counterclockwise.

Demonstrate and move with the class in the same line of direction as the group is moving.

Allow students to be excused from wearing gymnasium costumes, except for sneakers.

(Continued on page 201)

GUIDE
B — Basic Skills
I — Intermediate Skills
A — Advanced Skills
O — Optional Skills
R — Review of Skills
X — Taught in all Grades

SCOPE AND SEQUENCE Social Dance
(Grade Placement of Skills)

SKILLS Social Dance	JUNIOR HIGH SCHOOL GR. 7	GR. 8	GR. 9	SENIOR HIGH SCHOOL GR. 10	GR. 11	GR. 12
	Per	Per	15 Per	Per	15 Per	Per
BASIC TECHNIQUES						
The Dance Walk or Glide			B		R	
Hesitation Patterns			B		R	
Balance Patterns			B		R	
Side-Close Patterns			B		R	
Box Patterns			B		R	
BASIC RHYTHMS						
Even Unit Rhythms			B		R	
3/4 Waltz Rhythm			B		R	
Fox Trot Rhythm			B		R	
Latin Dance Rhythms					I	
DANCE WITH PARTNER						
Social Amenities			B		R	
Open and Closed Positions			B		R	
Even Unit Rhythm—Open and Closed Positions			B		R	
One-Quarter Swing Turns			B		R	
Variations of Basic Patterns			B		R	
SELECTED DANCE TYPES AND PATTERNS						
The Swing or Jitterbug			B		R	
The Fox Trot			B		R	
The Waltz			B		R	
Latin Rhythms						
The Tango					I	
The Rhumba			B		R	
The Cha-Cha			B		R	
The Mambo					I	
The Merengue					I	

SKILLS Social Dance	JUNIOR HIGH SCHOOL			SENIOR HIGH SCHOOL		
	GR. 7	GR. 8	GR. 9	GR. 10	GR. 11	GR. 12
	Per	Per	15 Per	Per	15 Per	Per
SELECTED DANCE TYPES AND PATTERNS						
The Bossa Nova					I	
The Pachanga-Charanga					I	
POPULAR MODERN DANCES FROM THE OPEN POSITION			B		I	
The Hustle			O		O	
New Dances As They Become Popular (Disco)			O		O	
ADVANCED COMBINATIONS AND PATTERNS USING BASIC DANCE FORMS			O		I	A
CULMINATING ACTIVITIES						
Senior Prom						X
Class and School Dances			X		X	X

NOTE: Although social dance is offered in grades 9 and 11, this unit may be offered in grade 8 as an alternative program or selective, optional, or elective program. Advanced social dance may be offered as a selective, optional or elective program in grade 12.

Provide opportunities for free dancing sessions, e.g., special occasions preceding a holiday.

INSTRUCTIONAL MATERIALS

Records and record-carrying case
Index file of records
Record player with different speeds and volume
Portable microphone
Large charts containing basic foot movements and positions
Pressure-sensitive tape for taping foot movements on the floor
Videotaping equipment so that students may see themselves in action

TEACHING SUGGESTIONS

Relate the dance program to improving social skills, e.g., for school dances.

Have students demonstrate currently popular dances or those from another era.

Use social mixers to "break the ice."

Do not sacrifice the fun and enjoyment of dance participation to emphasize dance patterns.

Follow each dance session with time allotted for free dancing.

Begin with the basic dance walk or glide, and build simple patterns: hesitation, balance, side-close, and box.

Use diagrams and foot charts to show the foot movements involved in certain dances.

Demonstrate the step first without music; after the class has performed, add music to the step.

Have students learn steps before trying them with their partners.

Stress alert, upright, easy and graceful posture in the dance.

Give prepared assignment sheets so that students who have difficulty may practice at home.

EVALUATION

Oral or Written Testing

Background of particular dances
Terminology
Safety
Formations

Performance Testing

Skills Testing

Evaluate student progress and performance by observing the following:

Does the student show good social amenities?

Does the student know the basic steps and patterns of the basic dance forms?

Can the student combine steps into pleasing variations?

Does the student perform dance patterns following the rhythm of the dance?

Can the student adapt variations of dance form to conform to the rhythm of the music?

Does the student dance with style, grace, and good posture?

Can the student use transitional patterns to change comfortably and rhythmically to another position; make a left or right-hand turn?

SQUARE, FOLK, AND ETHNIC DANCE

SQUARE DANCE

Square dance is considered a typical American form of dancing although it has its roots in French, Mexican, and English folk dances, Early American colonial dances, for example, were an outgrowth of the French quadrille. As settlers moved West, they brought with them their social customs, and gradually a variety of square dances evolved that were indigenous to particular areas of the country. Today, country western square dancing is a dance form found in all parts of the United States.

Square dancing requires skill, poise, grace, physical and mental agility, a sense of rhythm, and quick reaction. Since the dance is performed in groups of eight, it has become popular as a social mixer. Basic dance routines are excellent for beginner's classes in the junior high school. More advanced forms of square dancing can be offered as selective, optional, or elective courses in the senior high schools. Many of the steps and figures may also be used as a review for folk dancing. With some preliminary instruction, direct and active participation may begin early in the unit.

FOLK DANCE

Folk dancing is associated with communities, nationalities, and peoples, rather than with individuals. The heritage of our different groups of immigrants has been reflected in the various forms of folk dancing found around the country. This dance form requires much the same skills and personal involvement as the square dance. It can be a desirable antidote for adolescent shyness and serve as an effective mixer at social functions, both in and out of schools. Students with physical limitations have found joy and satisfaction in participating in a folk dance program.

ETHNIC DANCE

A close relationship exists between the forms of folk dance and ethnic dance. However, ethnic dance is more than the folk dance of a country or locale. In the broadest sense, ethnic dances have a cultural-racial bond which ties them to regions of a continent or to a race. While differences between folk dance and ethnic dance are not easily distinguished, it can be readily seen that the latter may be based upon religious beliefs, cultural developments, racial heroes, gods, or even abstract ideas. Typical African forms of ethnic dance, for example, have evolved into popular social dances. When planning the dance program, the ethnic interests of the school population should be considered and incorporated as elements in the program.

SCOPE AND SEQUENCE Square Dance

(Grade Placement of Skills)

GUIDE

B — Basic Skills
I — Intermediate Skills
A — Advanced Skills
O — Optional Skills
R — Review of Skills
X — Taught in all Grades

SKILLS Square Dance	JUNIOR HIGH SCHOOL GR. 7 15 Per	GR. 8 Per	GR. 9 Per	SENIOR HIGH SCHOOL GR. 10 15 Per	GR. 11 Per	GR. 12 Per
BASIC SQUARE DANCE STEPS AND MOVEMENTS						
Hand Turns	B			R		
Swing Left and Right	B			R		
Forward and Back	B			R		
Promenade	B			R		
Positions in the Square: Corners, Partners	B			R		
Honor Your Partner	B			R		
Do-Si-Do	B			R		
Allemande Left and Right	B			R		
INTERMEDIATE SQUARE DANCE STEPS AND MOVEMENTS						
Grand Right and Left	I			R		
Star	I			R		
Ladies' Chain	I			R		
Right and Left Through	I			R		
Pass Through	I			R		
California Twirl	I			R		
Lead Through	I			R		
Buzz Steps	I			R		
Weave the Ring	I			R		
ADVANCED SQUARE STEPS AND MOVEMENTS						
Star Promenade	A			R		
Chasse	A			R		
Grapevine Twist	A			R		
Dixie Chain	A			R		

NOTE 1: Square dance is suggested for the 7th grade; folk and ethnic dance for the 10th grade; advanced courses on a selective, optional, or elective basis.

NOTE 2: Choice of dances and steps should be modified to provide a sample of dances which relate to the ethnic composition of the school.

SCOPE AND SEQUENCE Folk and Ethnic Dance
(Grade Placement of Skills)

GUIDE
B — Basic Skills
I — Intermediate Skills
A — Advanced Skills
O — Optional Skills
R — Review of Skills
X — Taught in all Grades

SKILLS Folk and Ethnic Dance	JUNIOR HIGH SCHOOL GR. 7	GR. 8	GR. 9	SENIOR HIGH SCHOOL GR. 10	GR. 11	GR. 12
	Per	Per	Per	15 Per	Per	Per
DANCES USING BASIC STEPS						
Polka				B		
Schottische				B		
Hora				B		
Waltz				B		
Reel				B		
Mazurka				B		
Mambo				I		
Hopsa				I		
Varsovienne				I		
Morris, Sword, Kolos				I		
ETHNIC DANCES						
Miserlou (Greece)				O		
Cherkessia (Israel)				O		
Danza (Italy)				O		
Jarabe Tapatio (Mexico)				O		
La Cucaracha (Mexico)				O		
Pas D'Espagne (Spain)				O		
La Jota (Spain)				O		
Bridge of Athlone (Ireland)				O		
La Danza (Puerto Rico)				O		
Alsa (Puerto Rico)				O		
Bel Air (Trinidad)				O		
Shika Dance (Nigeria)				O		

SKILLS Folk and Ethnic Dance	JUNIOR HIGH SCHOOL			SENIOR HIGH SCHOOL		
	GR. 7	GR. 8	GR. 9	GR. 10	GR. 11	GR. 12
	Per	Per	Per	15 Per	Per	Per
BASIC AND TRADITIONAL FOLK AND ETHNIC DANCE STEPS						
Two Step				B		
Step-Hop				B		
Step-Swing				B		
Balance or Pas de Basque				B		
Slide or Chassez				B		
Grapevine				B		
Pivot Step				B		
Pivot Swing				B		
Cut Step				B		
Twinkle				B		
Draw				B		
Three-Step-Turn				B		
Figure Eight				B		
Rocking Step				B		
Push Step				B		
Buzz				B		
Promenade				R		
Cast Off				B		
Closing Step				B		
Square Dance Swing				R		
Siding				B		
Arming				B		
Turn Single				B		
Bleking Step				B		
Dal Step				B		
Hungarian Break				B		

NOTE: Advanced dance may be given in 9th grade or 12th grade as selective, elective or optional course.

INSTRUCTIONAL MATERIALS

Records, record file, and carrying case
Record player with a variable speed control
Hand microphone with an extension cord
Charts of basic steps and figures
Costume materials
Clear, unobstructed gymnasium area
Books and reference library (see bibliography)
Filmstrips and film loops showing dance forms in action
Videotaping and playback equipment for students to see their dance form in action

TEACHING SUGGESTIONS

Square Dance

Do not look for perfection; important in the first presentation is to have the students dance and enjoy the activity.

Allow the class to sense the spirit of the music, and have their dancing reflect this.

Help the students learn to think of what comes next rather than the step that they are performing at the moment.

Avoid skipping, bouncing, and running in square dances. Stress instead the shuffle step or rhythmic walk.

Expect that once the class has developed a vocabulary of dance the time allowed for learning a new dance will be lessened.

Teach beginners the fundamentals (scope and sequence charts) along with simple dances. Keep the beginner dances simple and uncomplicated. Intermediate and advanced groups can learn more difficult patterns.

Folk and Ethnic Dance

Have advanced dance groups give demonstrations of dances. A class should see a complete dance, with music and costumes.

Have persons who have recently immigrated demonstrate their native dances and dress.

Show the relationship of folk dance forms to the popular social dance forms.

Encourage visits to folk dance performances and reports on folk dance companies such as the Mexican Ballet Folklorico.

Develop lessons with other departments in the school which will research the history and development of certain dance forms of various countries.

Motivate various types of dances with a combination of the story of the dance, a demonstration to the music of the dance, and a dance trial by the students.

Teach short dances as a whole; break up longer dances into parts.

Have students walk through steps or patterns before dancing to music.

Dance with students as you demonstrate.

EVALUATION

Oral or Written Testing

Background of particular dances
Basic rules
Terminology
Safety
Formations

Performance Testing

Skills Testing

Evaluation of student progress and performance by observing the following:

Does the student show good social amenities?

Does the student know the basic steps and patterns of the basic dance forms?

Can the student execute steps and patterns as called (square dance)?

Does the student perform dance patterns following the rhythm of the dance?

Does the student dance with style, grace, and good posture?

SQUARE DANCE — BEGINNERS

DANCE	BASIC FIGURE	SOURCE	RECORD
Down South	split the ring	Record	Windsor 7422
Jessie Polka Square	dip and dive; star; polka	Dance a While	Folkraft 1071 Calls - Western Jubilee 503 - No Calls - Western Jubilee 801
Lady Round the Lady	couples visiting	Record	Folkraft 1071
MacNamara's Band	circle 4, 6, 8; ladies grand chain; right and left through	Record	Calls - Windsor 501 MacGregor 621 No Calls - Windsor 103 MacGregor 625
Manana	Change partners; star	Dance a While	Calls - Windsor 7407 No Calls - Windsor 7107
My Pretty Girl	Ladies chain	Record	Windsor 7112 Folkraft 1036
Oh Johnny	swing; allemande left; do-si-do	Dance a While	Folkraft 1037 Imperial 1099
Put on your Old Gray Bonnet	change partner; right and left through	Dance a While	Windsor 7422
Red River Valley	one couple active - ladies star swing	Record	MacGregor 008-2A
Red Wing	dip and dive	Record	Calls - MacGregor 638 No Calls - MacGregor 640
San Antonio Rose	one couple active - circle do-si-do; swing; weave the ring	Record	Folkraft F1303
The Steamboat	split the ring; change partners	Record	Calls - Windsor 7410 No Calls - Windsor 7110
Wabash Cannon Ball	circle 4, 6, 8 - change partners	Record	Calls - MacGregor Album 614 No Calls - MacGregor 614
Birdie in the Cage - 7 Hands Round	One active couple visiting circle seven	Record	MGM E3258
Dip and Dive	over and under with three couples in a line	Album	LP LE 3003 Dick Kraus

SQUARE DANCE — BEGINNERS

DANCE	BASIC FIGURE	SOURCE	RECORD
Coming Round the Mountain	ladies chain	Record	RCA Victor LPM 1238
Hinkey Dinkey Parlez Vous	forward and back, do-si-do and swing		LP LE 3000 Dick Kraus
Uptown Downtown	each couple visiting, split the ring	Album	LE 3001 Dick Kraus
Texas Star	change partner dance with star	Record	LE 3003
Life on the Ocean Wave	balance four in line	Record	Folkraft F1004
Grapevine Twist	circle 4, 6, 8	Album	LE 3003 Dick Kraus
Marching Through Georgia	change formation, do-si-do and swing	Record	Folkraft F1135
Wearing of the Green	swing	Record	LE 3004
Pokeberry Promenade	lady insists, swings	Record	MGM E3258

SQUARE DANCE — INTERMEDIATE

DANCE	BASIC FIGURE	SOURCE	RECORD
Alabama Jubilee	all couples active - very fast pace	Dance a While	Windsor 7144
Down Yonder	allemande left in alamo style, ladies star and sashay corners	Record	With calls - MacGregor 660 No calls - MacGregor 662
Hot Time in the Old Town	circle 4, 6, 8 - break and allemande and right with the lady on the right	Dance a While	With calls - MacGregor Album 4 Old Timer 8025 MacGregor 652 No Calls Imperial 1096 Folkraft 1037 Old Timer 8030
Hurry, Hurry, Hurry	two lines of 4, ladies chain across and down the lines	Record	Windsor 7105
Marianne	split the ring, cross trails, box the gnat, ladies grand chain	Record	Folkraft F1282

SQUARE DANCE — INTERMEDIATE

DANCE	BASIC FIGURE	SOURCE	RECORD
Mr. Gallagher Mr. Shean	star, change partners weave	Record	Windsor 7429
Old Fashioned Girl	half promenade, ladies chain right and left through	Record	Calls - MacGregor Album (Jonesy) Windsor 7405 No Calls Windsor 7104
There'll Be Some Changes Made	ladies grand chain, star, shoot the star	Record	Calls - MacGregor 660 No Calls - MacGregor 662
Ladies Chain Pot Luck	all moving at the same time ladies chain	Album	Al Brundage Album
Sashay Partners Half Way Round	circle 4, 6, 8 - sashay, ladies chain	Album	Al Brundage Album
When the Work's All Done This Fall	line of three and single gent ladies chain and sashay	Record	LP MGM E3258

SQUARE DANCE — ADVANCED

DANCE	BASIC FIGURE	SOURCE	RECORD
Grand Square	change partners in an intricate design star, ladies chain, right and left through ladies grand chain, basket	Record	MH 1503
Oh, You Beautiful Doll	½ promenade, ladies grand chain, grand right and left and grand left and right very fast and all active	Record	Alamar 1102
Yellow Rose of Texas	split the ring, ½ promenade, all couples moving	Record	Alamar 1102
Yes, Sir, That's My Baby	right and left through, ladies chain, ladies grand chain, cage the bird, allemande then shoot the star	Record	Calls - Windsor 7410 No Calls - Windsor 7110

FOLK DANCE — BEGINNERS

DANCE	BASIC STEP	FORMATION	SOURCE	RECORD
Hot Pretzels (American)	Grapevine Twinkle	Any Number in line	Folk Dance Unit	Victor 25-1009
Mayim, Mayim (Israeli)	Grapevine running step	Circle	Folk Dance Unit Dance a While World of Fun	Folkraft F1108A Israel 114 M 119
Boston Two Step	Pas de bas Two Step	Couple	Michael Herman Folk Dance Unit	MH 3001 Columbia DX1191 Imperial 1093
Harmonica (Israeli)	Grapevine run, hop	Circle	Dance a While	Folkraft 1109A, Folk Dancer MH1091 Arzi R 312-1
The Roberts (Scottish)	Draw 4 step turn heel toe Two Step	Couple	World of Fun Dance a While	Rik-Ma-Ree, Beltona 2457 M 121 (World of Fun) Windsor R 607
Lili Marlene (American)	Slide Step-Swing	Double Circle	World of Fun	M 113 Broadcast MacGregor 1010A
Sarajeka Kolo (Yugoslavia)	Step-hop Pas-de-bas	Circle	Fold Dance Unit	Folk Dancer 1002
Nebesko Kolo (Yugoslavia)	Running Two Step Pas-de-bas	Circle	Folk Dance Unit	Folk Dancer 1003
All American Promenade (American)	Walk Balance	Double Circle	Resource Unit	Doc Alumbaogh Windsor 7605
Dashing White Sergeant (Scottish)	Slide Pas-de-bas Figure 8	3 facing	Folk Dance Unit	
Seven Steps (Austrian)	Running Steps	Double Circle	World of Fun	M 101
Rumunjko Kolo (Roumanian)	Schottische Rocking Step	Circle	Folk Dance Unit Dance a While	Balkan 525B
Korobushka (Russian)	Schottische	Couple	Folk Dance Unit World of Fun Dance a While Resource Unit	Folkdancer M108 MH1059 Kismet 106 Imperial 1002
Susan's Gavotte	Two Step Slide	Partner	Dance a While	Lili Marlene Broadcast 416 MacGregor 1010
Tuxedo Two Step	Two Step Slide	Partner	Dance a While	Decca 2091
Jessie Polka	Two Step or Polka	Partner	Dance a While	Crystal 108 Capitol 3083 Imperial 1168

FOLK DANCE — BEGINNERS

DANCE	BASIC STEP	FORMATION	SOURCE	RECORD
Teton Mountain Stomp	Two Step Side Step	Partner	Folk Dance Unit	Windsor 7615
Misirlou (Greece)	Grapevine Two Step	Circle	Folk Dance Unit Dance a While	Columbia 10072 7217F Standard 8562; Odalisque, Kismet 142
Texas Schottische for three (American)	Walking Two step	Sets of 3 in a circle	Resource Unit	Victor 45-6177
Cshebogar (Hungarian)	Slides Walk	Circle	World of Fun	M 101
Hol-Di-Bi-Di-A (Swiss)	Two Step	Double Circle	World of Fun	M 101
Texas Schottische (American)	Two Step	Double	World of Fun	M 102
Texas Schottische trio version (American)	Two Step	Circle of Trios	World of Fun	M 102
Canadian Barn Dance	Two Step 3 step turn grapevine	Couple (partner)	Dance a While	Beltona 2453 or any good two step
Josephine	Grapevine Two Step 3 step turn	Couple	Dance a While	Capital 1675 RCA 42-0023A
Laces & Graces	Pivot Slide Two Step	Couple	Dance a While	Imperial 1006B Folkraft 1047 Show 1-105 Folk Dancer MH 3002
1898 (American)	Grapevine Two Step Cut Step	Couple	Dance a While	Windsor 7613
Butterfly (German)	Polka	Double Circle	World of Fun	M 114
Klapptanz (German)	Polka	Double Circle	World of Fun	M 114
Sjampa (Danish)	Polka	Longways	World of Fun	M 121
Polka Drein	Polka	Sets of 3	Michael Herman	MH 1051
Marpeth Rant (English)	Polka Star	Longways	May Gadd	Folk Dancer F 114
Lady Walpoles Reel (New England Contra)	Balance and Swing Ladies chain 1/2 prom 1/2 R & L	Longways	Folk Dance Unit World of Fun	Folk Dancer MH 1029 M 116

FOLK DANCE — BEGINNERS

DANCE	BASIC STEP	FORMATION	SOURCE	RECORD
Cotton Eyed Joe (American)	Polka Two Step Push Step	Couple	Dance a While World of Fun	Columbia 37212 MacGregor 604 Imperial 1045B Folkraft 1035
Mexican Waltz (American)	Waltz Balance Step or rock	Couple	Dance a While Folk Dance Unit	Folk Dancer MH 1016 MacGregor 608 Show 3-118 Folkraft 1093
The Hatter	Hop Step and Buzz	4 couples quadrille	Folk Dance Unit	Victor 20449-B
Little Man in a Fix (Danish)	Waltz	Sets of 2 couples	Folk Dance Unit	Folk Dancer 1053 Victor 20449
Black Hawk Waltz	Waltz Balance	Couple	Folk Dance Unit Dance a While	Capital CA54015 MacGregor 309 Imperial 1006 Folk Dancer MH 3002 Show 1-104
Bridge of Athlone (Irish Reel)	Side Step Sevens and Threes	6 couples Longways	Folk Dance Unit	Folkraft F1068A (Lakes of Mallow) Columbia 33505F Celtic 1008 Imperial 1041A Rex 15001
Road to the Isles (Scottish)	Schottische	Couple	World of Fun Dance a While Folk Dance Unit Resource Unit	M 110 Imperial 1005A Folkdancer MH 3003
Danish Schottische (Danish)	Schottische	Double Circle	World of Fun	M 102
Swing Out Polka	Polka	Couple	Dance a While	Beer Barrel Polka RCA 25-1009 Portland Polka, Western Jubilee 709
Totur (Danish)	Two Step Polka	Couple in Circle	Resource Unit Folk Dance Unit Dance a While	Folk Dancer MH 1021 Imperial 11038A Kismet 135A
Kohanochka (Russian)	Running Polka	Partner	Folk Dance Unit Dance a While Michael Herman	Kismet 101 Folk Dancer MH 1058 Imperial 1021 B
Gae Gordons (Scotch)	Pivot Polka or Two Step	Couple	Folk Dance Unit Dance a While World of Fun	M116 Beltona 2455, 2468 Windsor 1598, R 607, Columbia DX 1653

FOLK DANCE — BEGINNERS

DANCE	BASIC STEP	FORMATION	SOURCE	RECORD
Ari Ara (Arab)	3 step turn Polka Skip	Double Circle Partners Face	Dance a While	Folk Dancer MH 1052
Doudlebeska Polka	Polka	Couple	Resource Unit	
Raksi Jaak (Estonian)	Polka	Threes	Folk Dance Unit	
Kalvelis (Lithuanian)	Polka	Circle	World of Fun	M 101
Patty Cake Polka (American)	Polka or Skip	Double Circle	World of Fun Michael Herman	M 107 C64035 MH 1501
Heel & Toe Polka (American)	Polka Two Step	Couple	World of Fun	M 107
Virginia Reel (American)	Walk	Longways	World of Fun	M 103
Captain Jinks (American)	Swing promenade	Circle	World of Fun	M 103
Captain Jinks Trio (American)	Beg for 3 fig. 8	Circle of trios	World of Fun World of Fun	M 103
Sicilian Circle (American)	Ladies Chain R & L thru	Double Circle	World of Fun	M 104
Troika (Russian)	Runs	Circle of trios	World of Fun Michael Herman Dance a While	M 105 MH 1059 Kismet 104
Green Sleeves (American)	Walk Star	Double Circle in Sets of 2 couples	World of Fun	M 106
Circle Mixe (American)	Balance Swing	Double Circle	World of Fun	M 107
Seven Jumps (Danish)	Step-Hop	Double Circle	World of Fun	M 108
Crested Hen (Danish)	Step-Hop	Trio	World of Fun	M 108
Circassion Circle (English)	Swing Promenade	Circle	World of Fun	M 109
Waltz of the Bells (American)	Waltz Balance	Double Circle	World of Fun Dance a While	M 113 R-196 Rondo Windsor 7605 Show 2-109

FOLK DANCE — BEGINNERS

DANCE	BASIC STEP	FORMATION	SOURCE	RECORD
Tampet (German)	Galop L & R Star	Longways	World of Fun	M 114
Haymakers Jig (American)	Ladies Chain	Longways	World of Fun	M 116
Patch Tanz (Israeli)	Strutting Step	Circle	World of Fun Michael Herman	M 118 MH 1092
Ruzmarin Kolo (Servia)	Step-Hop	Circle	World of Fun	M 119
The Black Nag (English)	Forward and back-double Reel	Longways for 6	Folk Dance Unit	Folkraft 1174A
St. Bernard Waltz (English)	Waltz	Couple	Folk Dance Unit Resource Unit	London 432 Folkraft 1162
Varsouvianna	Mazurka	Couple	Dance a While Michael Herman World of Fun	MN 1095 Coast Record 225 (Rodeo Series) Western Jubilee 700 Decca Album A-525, 3131A Paramount 10028 M 107
To Ting (Danish)	Waltz Walk Pivot Turn	Couple	Dance a While	Folk Dancer MH 1018
Sicilian	Stamping and Pointing	Sets of 2 couples	World of Fun Resource	M 118
Portland Fancy (USA Mixer)	Circle R & L thru, L Chain	2 couples facing 2 couples	Resource Unit World of Fun	Folkraft 1131 M 104
Oslo Waltz (Scotch & English)	Waltz	Partners in Circle		
Hora Agadati (Israeli)	Running Debka jumps	Circle	Folk Dance Unit	Folkraft 111113
Hull's Victory (American)	Balance Swing, R & L	Longways	Folk Dance Unit	With calls MH 1062 Without calls MH 1065
Three Meet (English Mixer)	Slide Elbow Turn Basket	3 facing 3	Folk Dance Unit	Folkraft 1112 Columbia DC 569
Waves of Tory (Irish)	R & L hand Star Walk	Longways Couples	World of Fun	M 102

FOLK DANCE — BEGINNERS

DANCE	BASIC STEP	FORMATION	SOURCE	RECORD
Irish Washerwoman (Irish)	Jig	Circle	World of Fun	M 103
El Bolonchon (Mexican-Indian)	Waltz Schottische	Double Circle	Michael Herman	MH 1094 Folk Dancer
Dargason (English)	Siding Arming Turn Single	4 couples	World of Fun	M 121

FOLK DANCE — INTERMEDIATE

DANCE	BASIC STEP	FORMATION	SOURCE	RECORD
Cor Beirte (Irish)	Side-step touch kick promenade	Couple	Folk Dance Unit	Decca 12098 (Tin whistle music) Columbia 33514F Irish Reels
Haymakers Jig (New England Contra)	Balance	Longways Couples	Folk Dance Unit	Folkdancer MH5002, 1072
Black Forest Mazurka	Waltz Mazurka	Couple	Folk Dance Unit	MH 1048B
Rhinelander for 3 (German)	Schottische run step hop	Groups of three	Folk Dance Unit	MH 1050B
At the Inn (German)	Waltz step hop balance	Couple	Folk Dance Unit Dance a While	MH 1022A World of Fun 115 Kismet 135B
Eide Ratas (Estonian)	Mazurka	Couple	Folk Dance Unit	MH 1018A
Mie Tsch Putz Di (Swiss)	Schottische	Couple	Folk Dance Unit	Imperial 1008A Folk Dancer 1017
Busy Body (American)	Pas de basque Grapevine Slide	Couple	Dance a While	Windsor 7612 RCA 20-4655 Western Jubilee 709
Carlyle	Cut Step Two Step Slide	Couple	Dance a While	Nola, Decca 2041B Standard 14001 Imperial 1159

FOLK DANCE — INTERMEDIATE

DANCE	BASIC STEP	FORMATION	SOURCE	RECORD
Glowworm	Walk Slide Two Step grapevine dip	Couple	Dance a While	Imperial Album FD9, 1044A MacGregor 310 Show1-106
Side by Side	Two Step grapevine pivot turn	Couple	Dance a While	Columbia 39514
Blue Pacific Waltz (American)	Waltz 3 step turn	Couple	Dance a While	Windsor 7609 Arbor FOG1001 Show 3-117
Bolero (American)	Balance Waltz	Couple	Dance a While	Estudiantina Columbia 35504 Victor 35798B Decca 1986A
Merry Widow Waltz (American)	Balance Waltz Dip hop	Couple	Dance a While	Columbia Album c-17, 35503 (fast) Show 1-101 Victor Album A317, 18309A
Spanish Circle Waltz	Balance Waltz	Double Circle	Dance a While	Over the Waves Victor 19908A, Victor 720A Show 3-119, Folkraft 1047 Span. Waltz MacGregor 633
Square Tango	Draw Step Twinkle Step	Couple	Dance a While	Standard T-2070 Columbia C71-3 English Columbia DX1322
Three Step	Slide Pivot Dip	Couple	Dance a While	Decca 25061 Imperial 1046A
Dundai (Amer-Israeli)	Step-hop buzz step	Couples	Michael Herman	Folk Dancer MH 1090
Alexandrofsky (Russian)	Russian Waltz Draw step	Couples	Dance a While	Folk Dancer MH 1057 Kismet 129
Leck Lamidbar	Balance Cherkassiya	Circle	Folk Dance Unit	Folk Dancer 1093A
La Burrita (Mexican)	Schottische	Partners facing	Folk Dance Unit	Peerless 2721
Im Hoopalmi (Israel)		Circle	Folk Dance Unit	Israel 116

FOLK DANCE — INTERMEDIATE

DANCE	BASIC STEP	FORMATION	SOURCE	RECORD
Weggis (Swiss)	Schottische	Couple	Folk Dance Unit Dance a While	World of Fun M 106 Folkraft 1060 Imperial 1008 Folk Dancer MH 1046
Norwegian Polka	Walk Pivot	Couple	Dance a While Folk Dance Unit Michael Herman	Folk Dancer MH 2001 MH 2004
Fado Blanquita (Portugal)	Schottische	Circle of Couples	Dance a While Folk Dance Unit Michael Herman	Imperial 1001 Standard 124
La Russe Quadrille (New England)	Polka Buzz Step	Square	Folk Dance Unit	La Russe Blue Bell Polka
Russian two step "Karapiet"	Two step	Couple	Folk Dance Unit Dance a While Michael Herman	Kismet 108 Folkdancer MH 1058
Petronella (New England)	Balance Cast off	Longways	Folk Dance Unit	Apex 26299B
Spanish Circle (Spanish)	Waltz	Double Circle	World of Fun	M 105
Trallen (Danish)	Step-Slide	Circle	World of Fun	M 106
Trip to Helsinki (Finnish)	Thread the Needle	Longways	World of Fun	M 106
Spinning Waltz (Finnish)	Waltz	Double Circle	World of Fun	M 110
The Black Nag (English)	Running Step	Longways	World of Fun	M 109
Hopak (Ukranian)	Hopak Czarda smag	Circle	World of Fun	M 110
At the Inn to the Crown (German)	Waltz	Double Circle	World of Fun	M 115
Sicilian Tarantella (Sicily)	Step-swing	Sets 2 couples	World of Fun	M 118
Dutch Foursome (English)	Step-swing Balance	Double Circle	World of Fun	M 118
Picking up Sticks (English)	Siding Arming Sheepskin Hey	4 couples		CD5#3

FOLK DANCE — INTERMEDIATE

DANCE	BASIC STEP	FORMATION	SOURCE	RECORD
Neopolitan Tarantella (Italian)	Pas de bas step hop	Partners	Folk Dance Unit	V25-7027 H2051 c14345
Walls of Limerick	Irish Reel Sevens, Threes Side-step	2 couples facing 2 couples	Folk Dance Unit	Columbia 3321F or any reel
Veleta (English)	Waltz	Partners	Michael Herman Folk Dance Unit Dance a While	Columbia 1177 Decca 25060A MH3001 F.D.
La Russe Quadrille (English)	Balance Swing Polka	Square	Michael Herman Folk Dance Unit Dance a While	Folkraft 1209

FOLK DANCE — ADVANCED

DANCE	BASIC STEP	FORMATION	SOURCE	RECORD
Four Hand Reel (Irish)	Sevens and Threes Side step; Promenade Transition step	Couple facing	Folk Dance Unit	Folk Dancer MH 1075
Krakowiak (Polish)	Pas de Basque	Couple	Folk Dance Unit	Victor 25-9077 Kismet 105
Marklaender (German)	Schottische	Couple		MH 1051B
Weaning the Wadmal (Danish)	Reeling Weaving	Longways	World of Fun	M 105
New Castle (English)	Skip step	Square	World of Fun	M 110 CDS #4
Sonderburg Double (Danish)	Promenade	Contra	World of Fun	M 115
Baruray (Philippines)	Saludo glide brush step waltz Pas de bas	Couples longways	Folk Dance Unit	Kismet 141 Folkdancer 1045
Baroiges Tanz	Walk	Quadrille Square of 4 couples	Folk Dance Unit	Folkraft 1117 Kismet K2-139
Kruez Koenig (German)	Mazurka Step hop Leap step	Sets of 2 couples	Folk Dance Unit Dance a While	MH 1022 B Imperial 1102

FOLK DANCE — ADVANCED

DANCE	BASIC STEP	FORMATION	SOURCE	RECORD
Senftenberger (German)	Walk Step swing Polka Slide	Couple	Dance a While	Imperial 1101 Folk Dancer MH 1049
Corrido (Mexican)	Step Close Grapevine Soldato	Partners	Folk Dance Unit Dance a While	Columbia 6196 Imperial- Corrido
The Landler (Bavarian)	Waltz	Couple	Folk Dance Unit	RCA Victor 25-4097-A
Blue Pacific Waltz (American)	Waltz	Couple	Folk Dance Unit	Windsor 7609 Arbor FOG 1001
In the Orchard (Russian)	Walk Side & Brush steps Polka	Couple	Folk Dance Unit	Kismet 131
Windmueller (German)	Step hop Windmill Star	Square	Folk Dance Unit	Folk Dancer 1023
La Soyette (French)	Polka	Couple	Folk Dance Unit	MH 1044
Beautiful Ohio (American)	Waltz	Couple	Folk Dance Unit	Windsor R-602
Blue Tango (American)	Tango Variations	Couple	Folk Dance Unit	Decca g1228
Italian Quadrille	Circle Star Reel Cast-off	Square	Folk Dance Unit	Harmonia 2051B
Beseda (Czech)	Draw Step Balance Waltz Polka	Square	Folk Dance Unit Michael Herman	KC 1001 ARC 1
Zillertaler Laindler (Austrian)	Waltz	Couple	Folk Dance Unit Michael Herman	Folk Dancer MH 3004 RCA Victor 25 4147A
Jarabe Tapatio (Mexico)	Heel & Toe Chug Waltz, etc.	Couple	Folk Dance Unit Michael Herman	Imp. 1002 Folkraft 1119 Peerless 1913 Victor 23-5901

IX OUTDOOR EDUCATION

OUTDOOR EDUCATION

BACKGROUND

In outdoor education, natural resources of a community become the classroom setting where students are given an opportunity to explore areas of concern, such as conservation, and to engage in activities like camping, fishing, boating, and cycling. These learning activities and experiences are planned jointly by student and teacher. Students, therefore, become active planners and participants in exploring the outdoors. This spirit of cooperation fosters personal interaction between adults and students which often stimulates individual self-growth.

Organizations such as Bird Watchers, Outdoor Chefs, Gardeners, American Canoe Association, and Bass Masters Associated are sources that can be contacted to arrange for special field experiences.

It is suggested that the approach to outdoor education be interdisciplinary, i.e., conservation studies in conjunction with science and social studies. This approach also lends itself to team-teaching efforts and possibilities for independent study projects.

CAMPING AND HIKING

Although the addition of camping to the curriculum may be a relatively recent innovation, the activity itself is not new. Since the beginning of time people have camped: learning to live off the land, to build shelters, and to keep warm are basic survival skills which continue to be part of a way of life for many people.

For others in our modern society, there has been a renewed interest in outdoor living. People have increasing leisure time and more mobility in today's society. Camping can provide enjoyable and inexpensive vacations for thousands of families. It also appeals to young people who want to explore and experience the beauty and challenge of the great outdoors.

One type of course should be exploratory in nature. Students should be exposed to different kinds of camping along with an introduction to the underlying philosophy of camping. Once students understand the various phases of camping and what it has to offer, they will participate with more enthusiasm in the practical aspects of the course.

GOAL SETTING

Use scope and sequence charts to establish unit goals.

COURSE ACHIEVEMENT STANDARDS

Students should be able to demonstrate the skills and appropriate knowledge, as indicated:

Selecting and caring for necessary equipment

(Continued on page 225)

SCOPE AND SEQUENCE Outdoor Education

(Grade Placement of Skills)

GUIDE

B— Basic Skills
I — Intermediate Skills
A— Advanced Skills
O— Optional Skills
R— Review of Skills
X— Taught in all Grades

SKILLS Outdoor Education	JUNIOR HIGH SCHOOL GR. 7	GR. 8	GR. 9	SENIOR HIGH SCHOOL GR. 10	GR. 11	GR. 12
	Per	Per	15 Per	15 Per	15 Per	15 Per
CAMPING AND HIKING						
Elements of Backpacking			B	R	I	A
Elements of Mountaineering			B	R	I	A
Orienteering			B	R	I	A
Map and Compass Reading			B	R	I	A
Tracking			B	R	I	A
Outdoor Cooking			B	R	I	A
Outdoor Photography			B	B	I	A
Survival Skills—Adventure Camping			B	R	I	A
Camping Experience: 2-5 Days' Duration			B	B	B	B
Conservation and Ecology			B	R	I	A
Nature Study			B	R	I	A
OUTDOOR SPORTS						
Bicycling, Bicycle Camping			B	R	I	A
Canoeing			B	R	I	A
Elementary Sailing			B	R	I	A
Ice Skating			B	R	I	A
Fishing			B	R	I	A
Water Safety Instruction			B	R	I	A
Skiing			B	R	I	A
Cross Country Skiing			B	R	I	A
Snow Shoeing			B	R	I	A
Bob Sledding			B	R	I	A
CAMP COUNSELOR						
History and Philosophy of Camping					A	A
Organization and Administration of Camps					A	A

SKILLS Outdoor Education	JUNIOR HIGH SCHOOL		SENIOR HIGH SCHOOL			
	GR. 7	Gr. 8	GR. 9	GR. 10	GR. 11	GR. 12
	Per	Per	15 Per	15 Per	15 Per	15 Per
Camp Safety					A	A
Child Development					A	A
Career Opportunities—Exploration					A	A
Skill Workshops for Counselors					A	A
The Camp Program and Routines					A	A
Role of the Counselor					A	A

NOTE 1: Elementary or basic skills may be offered as a selective, optional or elective course in either grade 9, or in grades 10, 11, or 12. Camp counseloring may be offered in the 12th year as either a one-semester or two-semester course.

NOTE 2: Some aspects of the courses in outdoor education may be offered in conjunction with other departments in the school.

NOTE 3: An expanded camp counseloring or outdoor education course may be offered for credit as a major area of interest.

NOTE 4: Provide time for camping experiences under the aegis of the school on weekends or expanded holidays.

NOTE 5: Course for camp counselor may be given either as an introductory course (one semester, grades 11-12) or as a major field of interest for which credit is given.

Designing and making certain kinds of camping equipment
Selecting campsites
Using different types of fireplaces
Selecting firewood for various kinds of fire building
Menu planning and preparing camp food

Preparing for various methods of transportation, including backpacking, cycling, boating and canoeing, driving in an automobile or other vehicle (which may include a trailer)

Planning fundamental housekeeping activities related to camping, such as: making and breaking camp, caring for campsite, storing food, washing, maintaining sanitation, and providing for a water supply

Applying health and safety measures to avoid problems such as injuries that may occur while navigating, from insect bites or animal bites, or contact with poisonous plants.

Planning recreational activities while camping

CLASS ORGANIZATION AND MANAGEMENT

Use the school campus or nearby community resources as areas to introduce fundamental camping skills such as putting up tents, building fires, cooking.

Pair the less experienced campers with the more experienced on outings.

Use gymnasium or classroom space for basic camp-skills learning activities, in the event of inclement weather.

Create interdisciplinary courses with the science, home economics, and industrial arts departments. For example, the physical education department can sponsor a course in camping that emphasizes the use of tools and the construction and repair of camping equipment.

Have the physical education and science departments offer, if possible, a course in ecology which could include identification of plants and animals and conservation techniques.

Coordinate the physical education and home economics departments in developing a course in outdoor cooking.

Make arrangements for state and local campsites well in advance.

Use the expertise of special personnel, such as forest rangers, game wardens, etc.

Consider cycling as a means of transportation to and from campsites. Plan routes carefully and stress safe cycling rules.

INSTRUCTIONAL MATERIALS

The type and amount of essential camping equipment varies with the size of the group, distance to be traveled,

type of terrain, weather conditions, and the needs and desires of individual campers. Some practical suggestions to secure supplies and equipment are:

Each community district could stock a supply of camping equipment which could be shared. This would require cooperative planning by interested schools.

Nearby schools could cooperatively purchase camping supplies, and plan their programs accordingly.

Students could bring in their own camping equipment. Provisions should be made for storage.

Equipment can be rented from YMCAs, scout troops, camping clubs, or sporting goods stores.

The industrial arts and physical education departments could offer an interdisciplinary course centered on the construction, repair, and use of camping equipment.

Develop a checklist for equipment designed for specific types of camping and include the following general categories: shelter, sleeping, cooking, tools, emergencies, and miscellaneous equipment of a personal and recreational nature.

Camping equipment should be stored separately from other departmental materials.

TEACHING SUGGESTIONS

Organize a camping club for interested students and teachers.

Plan a weekend or extended holiday camping trip.

Survey the neighborhood, the borough, and city facilities available for short trips and excursions.

Secure, without exception, parental permission for participants on camping excursions.

Enlist the cooperation of interested parents and members of the teacher association.

Plan experiences that take place within, or outside of, the school.

Endeavor to present, as much as possible, simulated camping experiences within the school building and during the school periods devoted to the unit.

Stress safety and the prevention of common camping emergencies.

Plan for competitive activities such as time for setting up a tent, or collection and identification of wild flowers, ferns, and insects.

Enlist the active cooperation of assistant principals of other departments in developing correlated curriculum.

Organize the class into rank beginners and those who have had some camping experience. Have each advanced student paired with a beginner as a buddy.

Secure the active cooperation of organized groups in the community to help secure funding of the program.

Publicize camping in the school newspaper, physical education newsletter, and physical education classes.

Invite a speaker/demonstrator from a local camping club or outdoor club to address the physical education classes or the assembly programs.

Establish a display section on camping publications in the school library.

Suggest several interesting locales that would serve as excellent areas for weekend camping trips.

Invite students who are interested in the course to organize, plan, and participate in several weekend camping experiences.

EVALUATION

Oral or Written Testing

Research project related to a specific area of interest, e.g., an annotated list of charted trails for backpackers.

Evaluation of selected readings

Preparation of self-created student poll evaluating the effectiveness of the camping course of study.

Creative projects:

diorama depicting a specific aspect of outdoor living; photographic essay; mineral, plant, or insect collection

PERFORMANCE TESTING

Skills Testing

Demonstration of practical skills
fireplace construction
setting up a tent
knotting, hitching, or splicing rope

Participation in camping trips
backpacking
cycling
driving motor vehicles to campsite

Note: For more information about camping, hiking, climbing, the following organizations supply useful pamphlets, brochures, and booklets. Adirondack Trail Improvement Society, St. Huberts, New York; American Forestry Association, 919 17th Street, N.W., Washington, D.C.; The Conservation Foundation, 1250 Connecticut Avenue, Washington, D.C.

X AQUATIC

AQUATICS[9]

BACKGROUND

One significant concern among today's educators is that every school child should learn how to swim. In New York City, swimming instruction was recently proposed as one of the requirements for high school graduation. This recommendation has not been enacted. However, in schools with programs in swimming and water safety, all students must pass a course in swimming and water safety in order to meet the physical education requirements for graduation. Only students with valid medical excuses are exempt from this requirement.

New York City is surrounded by water. Its very geographical location makes youngsters vulnerable to water hazards. Family camping, boating, and home swimming pools have added to potential water hazards. Instruction in basic swimming and water safety are vital for every school child. The objective of any instructional swimming and water safety program is to teach all students how to swim and how to take care of themselves in the water. Swimming is also a valuable and recreative physical activity for the physically handicapped.

Schools without swimming pools should take advantage of community facilities so that the benefits of the swimming program may be more available to a broader segment of our school population.

GOAL SETTING

Use grade achievement standards and scope and sequence charts to establish unit goals. Pretest students and use data for ability grouping and as a base for recording individual skills progress. Continue to set limited, achievable goals as students progress toward unit goals.

GRADE ACHIEVEMENT STANDARDS

In order to meet the minimum standard of achievement in swimming and water safety, students must pass the American Red Cross Beginner Test.

Students must be able to:

jump into deep water feet first, surface, tread water, swim fifteen yards, turn, and start swimming back.

Halfway back they must:

turn on their backs and remain motionless, or use gentle paddling motions for fifteen seconds; then turn to a front swimming position and swim to the starting point.

9. Material for this section drawn extensively from *Swimming and Water Safety: Grades K - 12.* (Board of Education of the City of New York, 1967-68 Series).

SCOPE AND SEQUENCE Swimming

(Grade Placement of Skills)

GUIDE

B — Beginning Skills
AB — Advanced Beginner's Skills
I — Intermediate Skills
A — Advanced Skills
R — Review of Skills
O — Optional Skills

SKILLS Swimming	JUNIOR HIGH SCHOOL GR. 7	GR. 8	GR. 9	SENIOR HIGH SCHOOL GR. 10	GR. 11	GR. 12
	Per	30 Per	30 Per	30 Per	Per	Per
BEGINNER'S SKILLS						
Breath Holding		B	R	R		
Rhythmic Breathing		B	R	R		
Prone Float		B	R	R		
Prone Glide		B	R	R		
Back Float		B	R	R		
Back-Kick Glide		B	R	R		
Finning and Flutter Kick		B	R	R		
Human Stroke and Flutter Kick		B	R	R		
Changing Position and Direction		B	R	R		
Turning Over, Leveling Off		B	R	R		
Jumping Into Deep Water		B	R	R		
Releasing Cramps		B	R	R		
Assisting Non-Swimmer to Feet		B	R	R		
Reaching Assists		B	R	R		
ADVANCED BEGINNER'S SKILLS						
Rhythmic Breathing			AB	R		
Swimming in Place			AB	R		
Changing Position			AB	R		
Elementary Backstroke			AB	R		
American Crawl Stroke			AB	R		
Diving and Underwater Swimming			AB	R		
Use of Life Jacket or Other Flotation Device			AB	R		
Elementary Forms of Rescue			AB	R		

NOTE: Offer beginner's and advanced beginner's courses in lieu of gymnastics in grades 8 and 9 in schools having swimming pools. Offer courses in grades 9 and 10 at the high school level. Life saving courses to be offered as selective, elective, or optional courses in grades 11 and 12.

SKILLS Swimming	JUNIOR HIGH SCHOOL			SENIOR HIGH SCHOOL		
	GR. 7	GR. 8	GR. 9	GR. 10	GR. 11	GR. 12
	Per	Per	Per	30 Per	30 Per	30 Per
INTERMEDIATE SKILLS						
Flutter Kick on Front and Back				I	R	R
Scissor Kick				I	R	R
Breaststroke Kick				I	R	R
Sidestroke (Arms)				I	R	R
Breaststroke (Arms)				I	R	R
Elementary Backstroke (Complete)				I	R	R
American Crawl Stroke				I	R	R
Sidestroke				I	R	R
Breaststroke				I	R	R
Turns				I	R	R
Floating				I	R	R
Sculling				I	R	R
Treading Water				I	R	R
Underwater Swimming				I	R	R
Running Jump Into Deep Water				I	R	R
Plain Diving				I	R	R
Rescue Skills				I	R	R
ADVANCED SWIMMER'S SKILLS					A	O
SURVIVAL, JUNIOR AND SENIOR LIFE SAVING					O	O
SYNCHRONIZED SWIMMING						
Water Ballet					O	O
Water Polo					O	O
SCUBA (SPECIAL CERTIFICATION)					O	O

CLASS ORGANIZATION AND MANAGEMENT *(See Fig. 77.)*

Classify the students using the American Red Cross tests for Beginner, Intermediate, and Advanced swimmers. Use colored caps and/or colored suits to indicate classification, e.g., red for nonswimmer, yellow for intermediate, green for swimmer.

Use formations which permit all students to hear teacher's instructions, see demonstrations, and practice skills.

Have students use formations while practicing rhythmic breathing patterns and arm movements.

Use the stagger or the wave formation when practicing combined skills in the water.

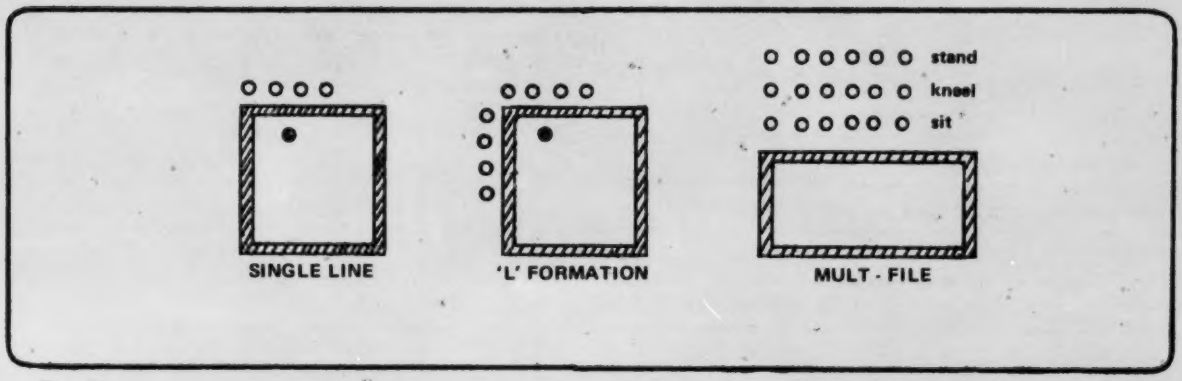


Fig. 77

Stagger Formation

Start activity by having the first student swim across the pool for 10 feet; then the next student enters the pool and begins to swim. This formation is used for individual correction and group activity.

Wave Formation

Assign swimmers to lanes; swimmers from each lane start simultaneously.

SAFETY

Post rules for each area where they are easily read.

Reinforce rules periodically to help prevent accidents.

In case of serious accident, apply first aid immediately and send a messenger to report the accident to the health education chairman. The class must be directed to leave the water and to proceed quickly into the dressing room. The statement of the teacher, the witnesses to the accident, and the name of the patient must be recorded on the accident blanks as soon as possible.

Dressing Room

See that the locker room is clean, well-ventilated, properly heated and lighted.

Lock all doors unless the teacher is present.

Have students take a complete soap and warm water shower and attend to toilet needs before entering the pool area.

Be sure the soap dispensers are filled.

Inspect the shower floors for soap or other hazards.

Warn students to test showers with the hand before entering them.

Have "wet" and "dry" aisles clearly marked.

See that rubber mats are in place on wet aisles.

Insist that all students walk on the rubber mats—*not* on the wet floors.

If possible, have students take a short rinse shower after leaving the pool.

Allow sufficient time at the end of the period, particularly in cold weather months, for thorough drying of the body and thorough drying of the hair.

Students with long hair may need to wear head covering if hair dryers are not available.

Swimming Pool

String a line and buoys across the pool area delineating water which is over the head from the shallow water area. Prohibit any pupil who does not meet deep-water qualifications from moving across this line.

Use the thermometer to see that the water temperature is 72-78 degrees, Fahrenheit.

Check the temperature of the air to determine that it is at least 6 degrees above that of the water.

Check on the availability and condition of the safety equipment (life rings, bamboo poles, shepherd's crook, first-aid kit, rubber mats).

Inspect for burned-out bulbs, loose tiles, etc.

Check the bleachers for cleanliness, splinters, etc.

Check the doors to the corridors and the dressing rooms to see that they are locked.

Use a signal to allow students to enter the pool area.

If a student leaves the pool to go to the toilet, student must reshower.

Do not allow any running or horseplay at any time.

Post and enforce strictly the rules preventing the blowing of the nose, spitting, or gum chewing.

Enforce rules for the use of the diving board and area adjacent to the board.

Check the bottom of the pool carefully before locking the door at the end of the period.

Do not permit the wearing of street shoes around the pool deck.

Insist upon instant response to the whistle.

Prohibit diving into the shallow-water area of the pool. Post signs warning of the dangers of this action.

Use flotation aids or devices only after the beginner has demonstrated ability to remain submerged in waist-deep water for 15 to 20 seconds, to bob, and to do a prone face float or glide.

There are several suggested approved methods of checking students during the course of the period. Several of these include:

A buddy board to check students in and out by number.
A buddy numbering check system
An actual count of students in the pool area
A double check of swim groups by the swim Leader, verified by the teacher
Line up on assigned floor spots around the deck of the pool

TEACHING SUGGESTIONS

Allay the fears common in beginners by presenting activities that students may successfully accomplish.

Have water temperature warm enough (72°F) that beginners are not deterred by the cold. Check air temperature (a minimum of 6° above that of the water).

Give warm ups on deck for physiologic stimulation before students enter the water.

Teach breath control and rhythmic breathing, basic to all swimming activities.

Watch for students who show fear or apprehension. Give special help if warranted.

Organize a "swim-a-thon" as motivation or culminating activity.

EVALUATION

Oral or Written Testing

Terminology
Safety and lifesaving techniques

Performance Testing

Progressive testing should be used as a part of all swimming instruction, particularly for beginners. Graded achievement charts should be posted so that pupils can see their accomplishments. Speed-timing charts and endurance swimming records should also be posted. The American Red Cross 50-Mile Swim and Stay-Fit program, with its cumulative chart, provides incentive for students who have passed all the other tests but who love to swim with a purpose.

Suggested Checklist

Use the American Red Cross (ARC) tests for beginner, advanced beginner, intermediate swimmer, advanced swimmer, junior and senior lifesaver, and water safety aide.

Did nonswimmers overcome an initial fear of the water?

Did students progress in skill and knowledge after each session? After each teaching unit? After the course?

How many students have progressed from:
- Nonswimmer classification to ARC Beginner?
- ARC Beginner?
- ARC Beginner to ARC Advanced Beginner?
- ARC Advanced Beginner to ARC Intermediate?
- ARC Intermediate to ARC Advanced Swimmer?
- ARC Advanced Swimmer to ARC Junior Lifesaver?
- ARC Junior Lifesaver to ARC Senior Lifesaver?
- ARC Senior Lifesaver to ARC Water Safety Aide?

How many students have engaged in one or more phases of the intramural or interscholastic program?

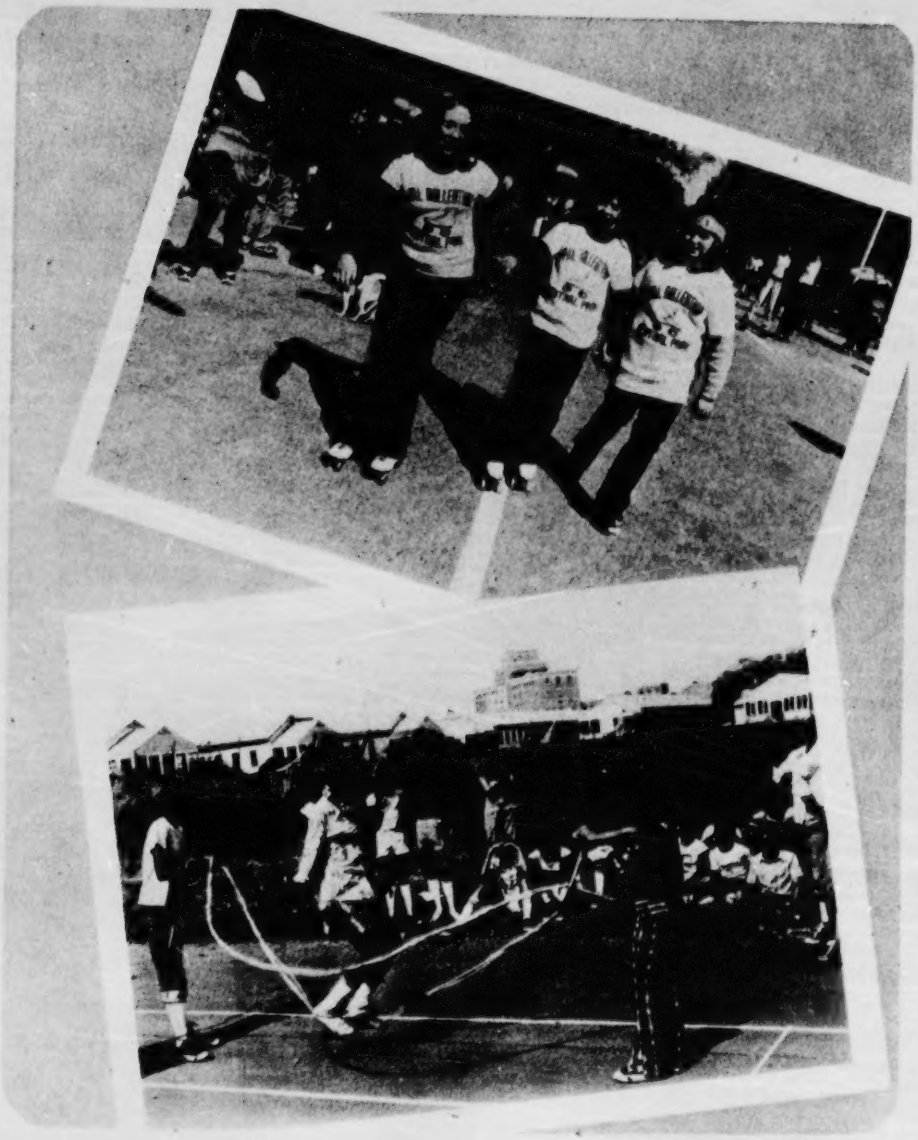
How many talented competitive swimmers have earned college scholarships?

How many students participate in water sports outside of school?
- Boating
- Canoeing
- Sailing
- Water skiing
- Skin diving
- Surfing

How many students were able to secure summer jobs as lifeguards and camp waterfront counselors?

How many students were guided to prepare for careers as teachers of swimming?

XI RECREATIONAL GAMES



RECREATIONAL GAMES

BACKGROUND

Games have been played as long as people have come together. Young people often learn how to get along with others by playing alongside them or against them. The sheer fun and enjoyment of playing games add an extra dimension to the physical education program.

These games may be classified as games of low organization, requiring a minimum of equipment. The games listed in this section contribute to total fitness of youth and involve such natural activities as running, jumping, skipping, hopping, pushing and pulling, tugging, dodging, and throwing. They present an enjoyable way of getting a good workout in a short amount of time. They are particularly adaptable to large groups in confined areas. They may also serve as the application of skill teaching, e.g., throwing a basketball in dodge ball. And they easily could become part of a total culminating activities program.

Students enjoy playing games, and the physical education teacher may want to reserve a game period for such special occasions as an extended weekend or holiday, as a reward for good class work, or as the culminating portion of a unit of instruction.

It should be noted that the usual scope and sequence charts found in other units of this curriculum guide have been omitted from this section. It would be impossible to give details and skills involved in the myriad games at the teacher's disposal. Descriptions can easily be found in any compendium listed in the bibliography. Games may be modified and adapted according to teaching conditions. Most of the games listed here can be played by all age groups.

Certain common games and relays have been omitted since they appear as game applications and drills in the sports sections of this guide.

Mass Games *(No equipment needed)*

Animal Tag
Broncho Tag
Capture the Flag
Catch and Pull
Catch the Caboose
Circle Tag
Clear the Fort
Crows and Cranes
Hindoo Tag
Hook On
Like Numbers Touch
Prisoner's Base
Pull Across
Quick Lineup
Red Rover
Simon Says
Spoke Tag
Streets and Alleys
Touch and Return
Treasure Island

Mass Games *(Limited equipment needed)*

Balloon Volleyball
Basketball Dribble Tag
Black Bottom
Bombardment
Cage or Pushball
Dodge Ball, with variations
Field Dodge Ball
Hit the Pin Ball
Indian Club Snatch
Kickball
Kick Over Ball
Line Soccer
Longball
Mass Volleyball
Mount Ball
Poison Pillow
Punchball
Pushball
Broom Hockey
Rover Base
Sling Shot
Soak Out
Tunnel Ball

Relays

Cardboard
Caterpillar
Centipede
Chariot
Circle
Cowboy
Crossing the Brook
Dead Man
Drive the Pig
Jump the Stick
Kangaroo
Leapfrog
Line
Over and Under
Overhead
Packsaddle
Pilot
Rescue
Skin the Snake
Underleg and Overhead Basketball
Witches' Broom Ride
Wheelbarrow

Combatives

Arm-Shoulder Push
Break Away
Break Down
Chicken Fight
Forearm Wrestle
Grasshopper
Head Pullover
Hand Wrestle
Hibble Wrestle
Indian Leg Wrestle
Lunge and Hop Fight
Neck Pull
Stick Wrestle
Tug of War

Modified Street Games

Box Ball
Punch Ball
Stick Ball
Stick Baseball
Stoop Ball

Cruise, Resort, Recreative Games

Deck Tennis
Golf Putting-Obstacle Putting
Horseshoe Pitch
Table Tennis
Frisbee
Paddle Tennis
Shuffleboard
Skeet Shoot
Whiffleball

CLASS ORGANIZATION AND MANAGEMENT

Arrange set, get-set, starting, and finishing cues. For example, in relays the finish of the event may be signaled when all contestants are seated or have their arms raised above the head.

Maintain the same team organizations during the year to save time in reorganizing teams.

Plan, in some instances, the playing of several games in different areas of the gymnasium or athletic field, supervised and scored by trained Leaders.

Prepare necessary equipment and floor markings, in advance of beginning the game or demonstration.

Arrange, when teams or lines are uneven, as in relays, for certain students to perform twice so that the chances are equalized.

Provide, when elimination games are used, an alternative activity for those who are eliminated, until the game has come to an end.

Plan games which use the same equipment, or games of a similar nature, so that time is not lost through extensive changes of equipment.

SAFETY PROCEDURES

Reduce air pressure in balls, such as volleyballs and soccer balls, which are to be thrown at contestants.

Insist that thrown balls be aimed below the waist and that flagrant violators be expelled from the game.

Use rubber traffic stanchions as turning points in relays. Allow sufficient space for contestants to move around the stanchions, to avoid danger of running into walls or obstructions.

TEACHING SUGGESTIONS

Use a point award system for the winning of certain games.

Avoid playing "kid" games.

Play certain recreative games which are particularly adaptable for the physically limited student.

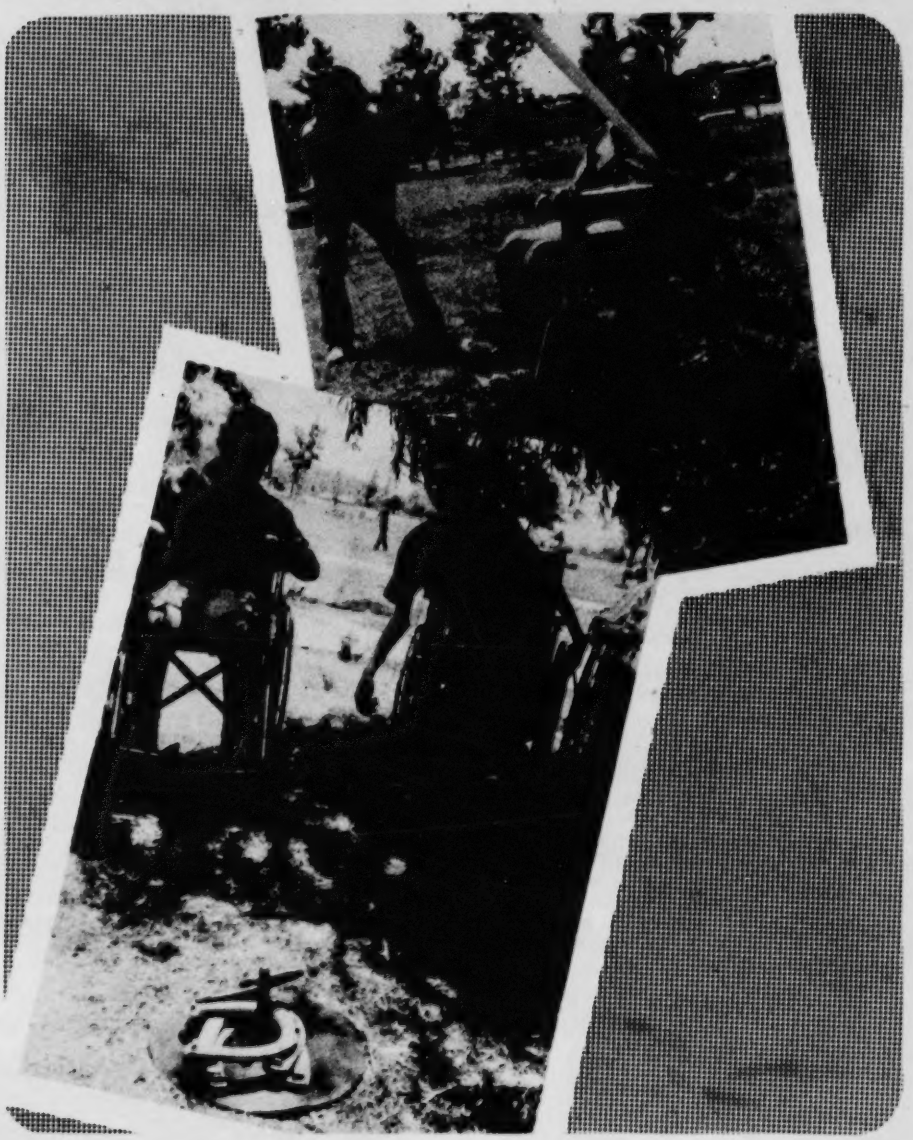
Join in the playing of the game.

Keep the game rules simple and easily understood. Add new rules as the need arises.

Review sport skills which may be used in the playing of the game, for example, the chest pass in throwing a volleyball in such games as dodge ball.

Be ready with a new game when interest appears to lag.

XII ADAPTED PHYSICAL EDUCATION



ADAPTED PHYSICAL EDUCATION [10]

BACKGROUND

The definition of adapted physical education has been stated by the Committee on Adapted Physical Education of the American Association for Health, Physical Education, and Recreation as:

> A diversified program of developmental activities, games, sports, and rhythms suited to the interest, capacities, and limitations of students with disabilities who may not safely or successfully engage in unrestricted participation in vigorous activities of the general physical education program.

The ultimate aim of an adapted physical education program is implied in this definition. It is to encourage each student to develop a positive attitude of acceptance of the physical limitation and to learn—through a carefully-considered program of physical education activities.

The Commissioner of Education of the State of New York has required that all schools provide a viable program specifically designed to meet the needs of the student with physical, mental, or emotional limitations. As a result of this mandate, there have been increased activities in all schools on all levels to provide programs to meet the needs, interests, and capacities of the student with special educational needs.

Teachers should understand that the urge to play, engage in physical activities and perform normal routines as far as is physically possible is as strong for the physically-limited youth as it is for the normal secondary school youth. This urge must be satisfied through a program specifically designed for this segment of our school population. Adapted activities should be planned and modified so that the student may experience the thrill of successful performance and achievement. Where possible, the bibliographies related to specific activities also list materials for adapting those activities to the physically limited.

SPECIFIC DISABILITIES

Anemia
Asthma
Blindness and Partial Sight
Cardiac (moderate)
Cerebral Palsy
Deafness and Hearing Impairment
Diabetes
Dysmenorrhea

Epilepsy
Low Physical Fitness
Mental Retardation
Muscular Dystrophy
Orthopedic Disabilities
Osgood-Schlatter's Disease
Overweight-Obesity
Post-Operative; Post-Illness
Posture Problems
Social and Emotional Maladjustment
Underweight; Malacia

CLASS ORGANIZATION AND MANAGEMENT

Organize all school personnel concerned with the education of the physically limited into a coordinating council on adapted physical education.

Have parents understand exactly what the school offers the child, support the program, and assist the child to develop positive attitudes toward the program.

Enlist the active cooperation of the school doctor, the private doctor, and the school nurse to provide individualized guidance services for the physically-limited child.

Make certain that specific prescriptions for a regimen of physical exercise are given by the child's doctor. In order to assist the doctor, the school should provide this professional with information about the various kinds of programs and activities that are available for the child.

Make available direct and related services for the child so that the best possible program may be offered.

Have individual conferences with the child to strengthen motivation for the program.

Explain to each student what the school is attempting to do, so that the limitations and potentialities of the program are clearly understood.

Encourage the student to continue regular exercises on a prescriptive basis at home.

Use charts, diagrams, graphs, and individualized reports to show student progress.

Take photographs, or make videotapes, to show students in action.

Provide an interesting program of adapted games and activities in which the student can have some fun.

Participate directly in certain games and activities.

Keep games scores, tournaments results, and individual student results as forms of motivation.

Present a demonstration program for parents, community, or school groups.

0. For further information, see *Adapted Physical Education: Grades 7-12*, Curriculum Project Report No. 3509. (Board of Education of the City of New York, 1972). In addition, guidelines for implementing physical education requirements in P. L. 94-142, EDUCATION FOR ALL HANDICAPPED CHILDREN ACT OF 1975 can be found in the curriculum bulletin, *Creating Least Restrictive Learning Environments: A Guide for Mainstreaming*, Curriculum No. 00-8530-81 (Board of Education of the City of New York, 1977-78, No. 10)

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Center for Health and Physical Education. *Adapted Physical Educaation: Gradess 7-12*, experimental ed. New York: Board of Education, 1972.

In planning the adapted physical education program, use the following page references. Class organization and management, pp. 14-17; adapted activities, pp. 26-68; safety, pp. 18-19; bibliography, pp. 81-87.

Other materials for adapted physical education programs are listed in the bibliography under the specific sport or activity.

Archery

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American Forestry Association, 919 17th Street, N.W., Washington, D.C. 20006.

Keep America Beautiful, Inc., 99 Park Ave., New York, N.Y. 10016.

National Audubon Society, 1130 Fifth Ave., New York, N.Y. 10028.

National Parks Association, 1300 New Hampshire Ave., N.W., Washington, D.C. 20036.

National Recreation and Park Association, 1700 Pennsylvania Ave., N.W., Washington, D.C. 20006.

Sierra Club, Mills Tower, San Francisco, Calif. 94104.

The Conservation Foundation, 1250 Connecticut Avenue, N.W., Washington, D.C. 20036.

The Izaak Walton League of America, 1326 Waukegan Road, Glenview, Ill. 60025.

The Nature Conservancy, 1522 K Street, N.W., Washington, D.C. 20005.

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'Be Water Wise'
'Boats, Motors, and People'
'First Aid (Parts I and II)'
'Fundamentals of Swimming'
'Heads Up'
'It's Fun to Swim'
'Learning How to Swim'
'Midsummer's Nightmare'
'Oars and Paddles'
'People Afloat'
'Skilled Swimming'
'Small Craft Safety'
'Swim and Stay Fit'
'Teaching Johnny to Swim'
'You Are the Lifeguard'
'Your Breath Can Save a Life'

This film is distributed by the Purpose Film Center, 2625 Temple Street, Los Angeles, Calif. 90026.

'Diving Films' (1 basic dive per reel) (16 mm. Super 8)

This film is distributed by the Counsilman Co., Inc., R.R.#12, Box 200, Bloomington, Indiana.

'Science of Swimming' (4 strokes) (16 mm. Super 8)

The following films, produced by Ryan Film Company, may be borrowed from the Center for Health and Physical Education.

'Sprint Crawl' 'Breaststroke' 'Butterfly Stroke'

The following films, on the approved list of the Center for Library, Media and Telecommunications may be rented or bought with school funds.

Film	Distributor
'Backstroke'	International Film Bureau
'Beginner Swimming'	Coronet
'Breaststroke'	International Film Bureau
'The Crawl'	International Film Bureau
'Creative Swimming, Part I'	Colburn
'Creative Swimming, Part II'	Colburn
'The Dolphin Kick'	Coronet
'Let's Be at Home in the Water'	Newenhouse, Henie, Inc.
'Rescue Breathing'	American Films Productions, Inc.
'Springboard Technique'	Coronet
'Swan Dive and Front Jackknife'	United
'Survival Swimming'	International Film Bureau
'Swimming Techniques for Girls'	Coronet

These filmstrips, produced by the Society for Visual Instruction, are on the approved list of the Center for Library Media and Telecommunications.

'Swimming' (Color) *Set of four, with manual and two records. (33-1/3 RPM)*
'Getting Used to the Water' 'Elementary Backstroke'
'Learning to Swim' 'Sidestroke'
'Diving' Set of three, with manual and record. (33-1/3 RPM)
'Elementary Dives' 'Required Dives' 'Optional Dives'

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Selected Multimedia Aids

Prepared Slides	*Distributor*
'Champions on Film—Wrestling'	Champions on Film 802 South State Street Ann Arbor, Mich.
'Physical Education No. 1 Wrestling: Reverses, Escapes, Breakdown, Rides, and Counters'	3M Business Products 75-07 Main Street Flushing, N.Y.
'Physical Education No. 2 Wrestling: Takedowns and Go-Behinds'	3M Business Products 75-07 Main Street Flushing, N.Y.
Loopfilms	
'Wrestling (Basic Skills)' Set of 19	Athletic Institute 805 Merchandise Mart Chicago, Ill. 60654
'Wrestling (Intermediate Skills)' Set of 14	Athletic Institute 805 Merchandise Mart Chicago, Ill. 60654

Films	
'Wrestling Techniques and Drills'	Leroy Alitz U. S. Military Academy West Point, N. Y.
'Wrestling—Basic Skills'	John Colburn Associates 1122 Central Ave. Wilmette, Ill.
'Advanced Techniques of Wrestling'	Premier Products River Vale, New Jersey
'Maneuvers Essential for Effective Wrestling'	Raymond E. Sparks Springfield College Springfield, Mass.
'Wrestling Fundamentals and Techniques'	Audio-Visual Education University of Michigan Ann Arbor, Mich.
'Championship Wrestling'	Nichols Wrestling Products P. O. Box 1125 Ames, Iowa
'Ready Wrestle'	Illinois Bell Telephone Co.
'Introduction to Wrestling'	Ryan Films
'The Sprig Gardner Wrestling Film Library' (Set of 5 films)	Universal Resilite 43 Polk Ave. Hempstead, N.Y. 11550

Filmstrips	
'Beginning Wrestling'	Athletic Institute 805 Merchandise Mart Chicago, Ill. 60654
'Units No. 1-No. 5 Introduction to Wrestling Takedowns, Breakdowns and Rides, Pinning Combinations, Escapes and Reverses'	Athletic Institute 805 Merchandise Mart Chicago, Ill. 60654

Sources for Obtaining Rule Books

Amateur Athletic Union of the U.S.
Metropolitan Association
15 Park Row
New York, N. Y. 10007

Amateur Athletic Union of the U.S.
National Office
444 Madison Avenue
New York, N. Y. 10022

National Federation of State High
School Athletic Associations
Federation Place
Elgin, Illinois 60120

National Collegiate Athletic Assoc.
1121 Baltimore Ave.
Kansas City, Mo. 64105

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1201 16 St. N.W.
Washington, D.C. 20036

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